

# **Eaves Primary School**

## *'Excellence in Everything'*



# **Behaviour Policy**

October 2023

Status	<b>Statutory</b>
Responsible Governors' Committee	<b>Standards and Pupil Outcomes</b>
Date first approved by GB	<b>June 2010</b>
Responsible Person	<b>Mrs N Kearney</b>
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This policy is set within the policy of the main school aims, which have been developed with all staff and governors.

Our aim is as follows:-

**To be a caring school with roots in the community and a commitment to the best care and standards of education for each child.**

### **Vision**

***Excellence in Everything***

### **Our Mission**

Inspiring outstanding citizens of the future.

### **Our Core Values**

- Trust:** Doing the right thing even when no one is watching
- Equality:** Respecting and valuing the needs of all
- Aspiration:** Our dreams are never too far away
- Compassion:** Caring and feeling responsible for the achievements and concerns of all
- Happiness:** Unique for all, all unique

The term discipline is often used to define a system that a school has to outline the sanctions used for not conforming. At Eaves Primary School, we are aiming to develop in our pupils, the acceptance and recognition of responsibility for their own decisions and actions and for their consequences. We, therefore, wish to put our emphasis on the promotion of positive behaviour rather than just to punish unacceptable behaviour. We hope to establish an environment in which children develop self-discipline and to create the conditions within which effective learning can take place. The ethos of Eaves Primary School is that all members of the school community are equally valued and respected and this should be reflected in the work that is undertaken by the school and in our attitudes towards one another.

### **PURPOSE**

In school, good behaviour is conduct which assists the school to fulfil its functions: namely the full development of the potential of all its pupils. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving in an unacceptable manner or when such conduct disrupts the development process for other members of the school community. From this it follows that good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school community and upon care for its environment.

## **Aims**

1. To create a warm and caring environment in which pupils can develop a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To create the conditions for an orderly community in which effective learning can take place and where there is mutual respect between all members of the school (pupils, teaching and non-teaching staff, governors and parents/carers) and where there is proper concern for the environment, property and equipment.
3. To increase an individual's self-esteem.
4. To involve the children in the decision-making process to enable the policy to become a practical reality.
5. To establish a regular system of contact with parents for incidences of good behaviour as well as unacceptable behaviour.
6. To prevent all forms of bullying.

## **Objectives**

1. To develop a system of rewards to promote positive behaviour.
2. To concentrate wherever possible on positive aspects of behaviour rather than negative ones.
3. To use behaviour sanctions where necessary which do not affect the pupils' curriculum entitlement.
4. To give pupils opportunities to develop a sense of responsibility within the school community, giving regard to their age and capabilities. e.g. collecting the register, being responsible for the running of the library.
5. To encourage independent learning and in doing so, to develop organisational and self-discipline skills.
6. To provide for the pupils a good role model through the standards that the adults in the school set themselves, both in their working practices and in their relationships with all other members of the school community.

7. To continue to provide INSET training for all members of the staff to ensure that the positive behaviour policy is understood and carried out by all those in the school community.

8. To communicate the Behaviour and Discipline policy to parents/carers so that they are aware of the consequences of good and unacceptable behaviour.

### **The role of teachers and staff**

All staff have an important role in developing a calm and safe environment for all. Staff will model expected behaviours and positive relationships. They will communicate school expectations, routines and values. Good routines are established in order to teach and reinforce the behaviours expected from all children. All staff will use the agreed language; linking all that we do to our core values and vision of 'excellence in everything'. Regular training is conducted where staff explore behaviour as communication. All staff are trained in recognising and responding to, child-on-child abuse.

### **Scope and responsibilities**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils, including teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. Teachers have a power to impose detention outside school hours. Teachers can confiscate pupils' property.

### **Conduct outside the school gates**

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online, teachers have the right to discipline pupils to an extent that is deemed reasonable.

These types of situations could include when children are;

- taking part in school visits and trips
- wearing school uniform
- travelling to and from school
- that poses a threat to another pupil

- could adversely affect the reputation of the school
- that could have repercussions of the orderly running of the school
- in some other way identifiable as a representative of our school

### **Confiscation of inappropriate items**

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable.

A member of staff also has the power to confiscate property which may be deemed as inappropriate or a danger to other members of the school community.

### **The right to search - What the law says**

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a **prohibited item**. Prohibited items are items deemed to be dangerous, unsafe, inappropriate and/or illegal. This includes, but not exhaust, items such as controlled drugs, drugs, alcohol, tobacco, e-cigarettes, cigarette papers, fireworks, weapons (includes items used as a weapon) and pornographic images.

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Power to use reasonable force.**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Staff will be appropriately trained to ensure the health and safety of all concerned in the unlikely event of the use of reasonable force.

### **Malicious Allegations against staff**

The school will follow an appropriate disciplinary process against any pupils who make malicious allegations against staff - this will include sanctions up to and including permanent exclusion.

### **Additional Support**

As a school, we recognise our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and as such, additional support is available, through the school's SEND system for pupils who have social, emotional and behavioural needs. We also recognise that some pupils

may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

For pupils with more significant difficulties, the school will work in partnership with outside agencies such as the Educational Psychology Service. We may also consider the involvement of Social Care and Health Services. In school, children have access to our Safeguarding Manager and part-time counsellor.

### **Children with complex special educational needs and/or disabilities**

Some behaviours can be associated with particular types of SEND. At Eaves we have a range of children who need additional support with their own behaviours. This support is offered by trained adults who work with the children closely, ensuring their needs are understood. This does not mean there are no consequences for some behaviours exhibited. Incidents are dealt with individually.

### **Curriculum**

In September, all classes agree to a class charter as part of our PATHs sessions which outline behaviours to adhere to as chosen by the children. The children all sign this charter and it is clearly displayed in class as a visual reminder of their promise.

Through subjects such as PSHE, RE and PATHs, physical and emotional behaviour are researched, explored and identified. As a school we believe that all children should have the opportunity to practise the behaviours expected of them.

### **Monitoring and review**

Surgeries are held each half-term with the behaviour lead in school and individual teachers or support staff. At the end of a term, the behaviour lead collates the data we have on the issuing of greens, ambers and reds. This analysis is used to track key groups, look for patterns and decide upon any further support needed for individuals. Staff and governors are updated throughout the year on this work.

### **Responding to good behaviour**

- Verbal praise
- Adults can reward work and behaviour with a sticker, teampoint(s), green gem or a positive comment (written or oral).

- Children may be asked to take their work to show another adult within the school.
- Adults can award team points for good work or behaviour. Team points are added up weekly and the winning planet in each year group is given a point on the team point board (situated in the school hall) during an assembly. Each term, the winning planet is rewarded with a special event/activity.
- Achievement certificates are awarded by staff at Friday's Family Assembly. Certificates are sometimes awarded according to a weekly theme or simply chosen by the year group team. Out of school achievements are also celebrated within individual classes, keeping with the school's aim of developing the potential of the whole child. Pupils who represent the school in either sporting or other events are highlighted and praised during this assembly. All those rewarded with a certificate are listed in the weekly newsletter.
- Attendance badges are awarded each term and at the end of the year. To gain an attendance badge, a pupil should have 100% attendance per term and no more than 2 late marks. To achieve a yearly attendance medal, pupils should have 100% attendance and no more than 3 late marks.
- During Family assembly each Friday whole class awards include;
- Class of the week and Most Mindful Class. Teachers in KS2 choose one child from their class to receive an individual award - Star of the week.
- Members of staff will take the opportunity to inform parents/carers of their child's good work/behaviour. This is done in a variety of ways including verbal discussions, positive phone calls, praise postcards and shared with parents via Seesaw in the form of a note or photograph.
- Any pupil moved onto green for showing excellent behaviour and application at the end of a session will receive a green gem. 'Keen to be green' certificates are displayed and these show children who have received 5 greens.
- At the end of an academic year, a child from each class is chosen to be awarded with a 'Conduct' trophy at our end of year celebration assembly.
- Children in Year 6 can apply to be Head Boy and Head Girl, as well as Deputy Head Boy and Deputy Head Girl.
- Children in Year 6 are entrusted with roles across school that aid the smooth running of particular aspects.

### **System of Sanctions**

A range of sanctions are available to all members of staff. Sanctions vary in their severity and should be used in a hierarchical way to ensure that the most severe sanctions have maximum impact.

The range of sanctions are as follows:-

In each class room, from Year 1 to Year 6, a 'traffic light system' is in operation. The following applies to each session between breaks; after an initial verbal warning about their behaviour a child's name is moved onto amber if they continue to show inappropriate or unacceptable behaviour. This means they will lose 5 minutes of playtime/lunchtime and attend reflection where expectations of behaviour are reflected upon. The child is asked to record in their own words an account of the incident followed by a reflection on how to deal with a similar situation.

If the child needs to be spoken to again about their behaviour their name is moved to red which results in losing 15 minutes. Reflection takes place on the table outside the Year 3 classroom at break-time and at lunchtime. If a child finds themselves on amber or red during the afternoon, they will spend the last 5 or 15 minutes of the day in reflection also. This is to ensure that the negative behaviour has been dealt with before the end of that school day and the child can start the new school day afresh and with the negative incident behind them. Reflection time is an opportunity for children to share how they felt before the incident, during the incident and at the present moment. Discussions around emotions and feelings that led to the behaviour is key.

Loss of privileges e.g. playtimes, selection for school competitions. Staff should bear in mind that it is privileges that pupils should be deprived of and not their curriculum entitlement.

Class teachers may refer a pupil/pupils to members of the Senior Leadership Team if they feel the behaviour warrants it. Referral to the Head Teacher will be made if they feel that the matter needs to be taken further. The pupil's parents/carers will be spoken to about the incident if it is felt to be appropriate.

Midday supervisors deal with unacceptable behaviour by themselves as much as possible. They may ask a pupil to go to a member of the Senior Leadership Team. The behaviour system is followed during lunchtimes also.

In some circumstances it may be decided that a child will be removed from their classroom and educated in another part of school. A member of the Senior Leadership Team will consider the appropriate length of time for the removal.

### Termly monitoring

Any child that receives 3 ambers within a school week, will lose a break-time and receive a red.

When a child has been issued with 2 red warnings a first red letter will be issued and parents informed.

Should a further 2 red warnings be issued a second and final red letter will be issued and parents informed.

Where a fifth red is issued a child will spend the following day away from their peers either with another class or at another school. At the beginning of each half term a new cycle of monitoring will begin.

In the event of persistent unacceptable behaviour or a serious incident, the pupil will be issued with a red letter. Parents will be informed of this and also of where their child falls within the half term monitoring cycle.

A pupil may skip the first red letter and go straight to the second red letter depending on the severity of the offence.

In the event of a really serious incident involving extreme violence, abusive behaviour or damage to school property the Senior Management team reserves the right to circumvent the above system and go straight to the suspension. Each time a pupil is excluded, the relevant paperwork is sent to the parents/carers. From September 2002, a new monitoring form has been introduced. If a pupil is excluded for more than 5 days per term, the matter must be brought to the attention of the Governors' pupil disciplinary committee. Parents/carers are advised each time that their child is excluded that they have the right to appeal to the Governors against the decision.

If the Head teacher wishes to exclude a pupil for the midday period, then a suspension of half a day has to be applied.

Permanent exclusions are used in extreme circumstances. Examples of behaviour that would bring about a permanent exclusion are:- extreme violence or persistent and malicious disruptive behaviour, which is damaging the education of other pupils.

An alternative to a permanent exclusion is a supported transfer to another school. Prior to the child starting at his/her new school a supported transfer meeting is held and there may be support from a variety of services available.

Exclusion document can be found here;

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **Behaviour Management in the Early Years Foundation Stage**

In our Early Years Foundation Stage, the system of rewards and sanctions are based on the systems in place for KS1 and KS2 but are altered to be age and developmentally appropriate for our youngest children.

In both FS1 and FS2, class rules are written with the children at the beginning of the school year and are displayed. These contain positive prompts about acceptable conduct towards each other and the learning environment.

In FS1 and FS2 the traffic light system is implemented for rewards and sanctions also using the colours of green, amber and red.

## **System of Rewards within the Early Years Foundation Stage**

1. Adults can reward work and behaviour with a stamp, sticker, a green smiley face or a positive comment to the child and parents/ carers (either oral or written).
2. When a child has been awarded 5 smiley faces, they gain a 'Keen to be Green' Certificate which is displayed in the entrance hall. A celebration letter is also sent home and the child earns a dip in the treat box.
3. Children may be asked to take their work to show another adult within the school or an adult may be invited into the setting to visit the child's work- this could be a painting, a model or construction for example.
3. When FS2 attend the family assembly, they are rewarded with weekly certificates as per the rest of the school.

## **Sanctions within the Early Years Foundation Stage**

In FS1 and FS2, the child always receives a warning about the unacceptable behaviour. The adult will explain why the behaviour is unfavourable and the child will be redirected towards positive actions.

If the unacceptable behaviour is repeated then the child receives a red warning and has time out to reflect. This is always for a developmentally appropriate amount of time and is with an adult in the setting.

In the event that a child's behaviour becomes persistent, there may be reason to remove the child from the setting to the neighbouring class and a member of senior management will be informed.

### **Strategies for managing unacceptable behaviour**

As a school we adopt a range of initial intervention strategies in the hope that we can prevent the recurrence of misbehaviour. Systems in school are followed by all staff and are monitored and reviewed by senior leaders. Parents are partners and are communicated with regularly and in a sensitive way.

1. Pupils may have behaviour targets set as part of their School Support Plan (SSP) or Individual Behaviour Plan (IBP). Initially these targets will be small in number, achievable and set in a short time span. Pupils will be given criteria for success (e.g. achieved target in 2 sessions out of 4) and this will be discussed with them at the end of day. The pupil will be given an appropriate reward (a sticker to take home, time on the computer) as negotiated with the child. These targets will be discussed with the child's parents/carers who will be asked to review the achievement of the targets with their child at home. When it is appropriate, targets will be reviewed and may be increased or narrowed depending on the progress that has been made by the child in achieving the original targets.

2. Behaviour books are used with some pupils who persistently behave in an unacceptable manner. These are kept on a daily basis and are sent home at night with the pupil. Incidences of good and unacceptable behaviour are logged in the book and parents/carers are encouraged to make a comment if they wish or to write about the pupil's behaviour at home. Behaviour books are used as a short-term measure as a means of allowing the parent/carer to have a clearer picture of their child's behaviour in school. Where behaviour books do not have an effect, the child would have an IEP or IBP drawn up. A possible referral to BIT may also be considered.

3. "Reflection time" can also be used as a strategy for managing unacceptable behaviour. The pupil should be warned that should their unacceptable behaviour persist, they will be asked to leave the classroom, not permitted to continue with the activity etc. The duration of the "reflection time" will depend on the age of the child and the severity of their unacceptable behaviour.

Pupils may also ask for "Reflection time" on the understanding that he/she will return to class after he/she has calmed down. Reflection time is an opportunity for children to share how they felt before the incident, during the incident and at the present moment. Discussions around emotions and feelings that led to the behaviour is key.

4. PSHE and PATHs sessions may be used to discuss issues such as bullying or responsibility for own behaviour and towards others and their property.

5. From time to time the advice of the Inclusion Support Service/ Behaviour Improvement team (BIT) will be sought for advice on dealing with pupils who are not responding to the school's own internal strategies for modifying behaviour. This may lead to a member of the BIT team coming in to school to work with an individual pupil/group of pupils. For younger pupils, this may lead to establishing a BOSS group. A referral to the BIT may also lead to a pupil spending some time in the PACE unit.

6. When all of the above strategies have been exhausted and the pupil has been moved to the SEN support (K) stage of the SEN(D) Code of Practice, parental/carers permission will be sought for a referral to the Educational Psychologist.

7. Restorative Justice (RJ) is used in KS2. This allows children to gain a greater understanding of their behaviour and its implications on others, including staff. The outcomes of the RJ meetings will help form a contract for the children to follow. This contract will be issued to the head teacher and to the parents of those involved. It can be used with younger children with the use of puppets if the need should arise.

### **Bullying**

Procedures and strategies for dealing with bullying can be found in the school's Anti-Bullying policy.

*This policy will be monitored through staff discussions, analysis of rewards and sanctions records and other relevant information*

*The policy will be formally reviewed on an annual basis or in the light of any relevant legislative changes or updated guidance.*