



Behaviour Policy

Eastergate C.E. Primary School

Adopted by the Full Governing Body

11th July 2018

Review Date: July 2019



At Eastergate CE Primary School, we believe that we have a duty to develop the whole child, socially, emotionally, academically, physically and spiritually. We want our children to develop a sound understanding of what is right and wrong to be able to make decisions in later life. Children also need to understand that their actions have consequences for others and that they are responsible for their own behaviour. We expect high standards of behaviour both in the classroom and on the playground, and we have school rules that are based on principles that are general and far reaching and prepare pupils for life. At the heart of our policy is 'restorative justice'; children are encouraged to talk through conflict or issues and to restore or reconcile their relationships with others.

We believe that catching children being good and rewarding good behaviour is a positive and successful way of promoting expectations for behaviour. When we refer to behaviour we use positive terminology. The aim of our policy is to promote a happy, caring and secure school environment, through a clear code of conduct which children, parents and staff understand and support. A positive approach to behaviour and the choices children are encouraged to make, is to enable all children to experience '*life in all its fullness*'. This policy recognises that behaviour is a complex issue and that children exhibit a range of behaviour for different reasons.

(Behaviour principles written statement by the governor body - section 88 Education and Inspections Act 2006 and School Behaviour policy by the headteacher section 89 Education and Inspections Act)

Every class has developed a code of conduct with their class teacher. The school council worked together to develop seven 'golden rules' from the class codes of conduct. These are:

- Always show respect
- Listen to each other
- Say kind things
- Always try your best and don't give up
- If you make a mistake, you can learn from it
- Take responsibility for your own learning
- Enjoy working hard together

Rewards

Recognition and encouragement for good behaviour or work

- Smile, 'Thank you', thumbs up, a sticker – an acknowledgement of a good deed



- The award of a house point or house points for their house
- For whole class awards a piece of pasta or cube in the class jar that accumulates to earn the class golden time
- A sticker for their individual achievement chart: 5 stickers and they are awarded their achievement star in celebration assembly
- Child sent to the Assistant Headteacher or Headteacher for praise
- Note/phone call/speak in person to parents
- Mention in Golden book for inclusion in Celebration Assembly

Dealing with inappropriate behaviour or conflict if it occurs

All staff will model good behaviour, remain calm in the face of inappropriate behaviour and listen to the children's explanations by using 'Restorative Justice' and asking the following questions:

What happened?

What did you think or feel?

Who else has been affected and how?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Staff will talk to all parties involved in an incident using the 'restorative' questions to seek a resolution to an incident. Staff should encourage pupils to seek to resolve a situation that has arisen in an age appropriate way and one that is proportionate with the situation that has arisen. Our Christian values underpin our behaviour policy and reconciliation and forgiveness are central to this policy.

Sanctions

The 'Restorative Process' should be used in the first instance. It is recognised that every child is an individual and as such may have individual needs. Therefore, although the steps below are outlined in detail it may be necessary for professional judgement to be used in certain cases which will result in a deviation from the agreed protocol. These steps provide a clear structure for dealing with continued poor behaviour where the 'Restorative Process' has broken down, and should be followed, unless there are reasonable grounds for acting otherwise. If the level of poor behaviour is of such a significantly disruptive level that it inhibits the learning of others, removal from class should be the immediate action. Restorative questions can still be used at this point to seek understanding and resolve a situation. The aim of the sanctions is to give the children a good and clear grasp of the consequences that are the result of poor behaviour. It is not to be used as a tool to diminish self-esteem.



We have a 'stepped' approach which is displayed clearly in every classroom. In EYFS and KS1 there is a sun and cloud system used as a visual aid.

Step 1 - A warning 'look'

Step 2 - A verbal reminder

Step 3 - Moved to a different seat in the classroom or asked to play in a different area of the school grounds.

Step 4 - Sent to another class or asked to leave the playground, and some playtime will be missed – this will be recorded in the class behaviour log.

Step 5 - Assistant Headteacher or Headteacher informed with details of the incident. Parents are informed.

Step 6 - The Headteacher is informed and pupil may not be allowed to return to their own class

Step 7 - Further continuation of unacceptable behaviour will involve HT/AHT and may lead to internal exclusion. N.B Fast tracking for serious misconduct i.e. harming others, aggressive behaviours may occur.

Step 8 - Exclusion – fixed term or permanent. It is the school's hope that exclusion will be very rare final sanction, when all other routes towards improved behaviour have failed. However, in extreme circumstances it might need to be invoked early. It would normally only be required if a child had shown gross disregard for the school rules and/or:

- Committed an offence outside the law
- Put others (children or staff) at risk, including physical assault
- Seriously affected the education of others.

The Head teacher must notify the parents of their right to make representation to the Governing Body. This must be done within 7 days of notification. The parents have the right of access to all curricular records of the child and to other educational records through a request to the Governing Body. (The above procedures have been taken from DfE June 2012 "Exclusion from maintained schools, Academies and pupil referral units in England". In the event of exclusion reference should be made to this circular in more in-depth detail).

Bullying



The school 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (Please refer to our separate Antibullying Policy which sets out our aims, expectations and responsibilities).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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 or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Some members of staff who are placed strategically across the school and/or are in Senior Leadership positions have received the Team Teach training in positive handling techniques.

Any incidents in which a child has had to be 'positively handled' are recorded. If positive handling needs to be used for a child on a more regular basis, a risk assessment is carried out.

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.

The Headteacher and Assistant Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher and Assistant Headteacher keep records of all reported serious incidents of misbehaviour.

Search, Screening and Confiscating

The school follows the guidelines on "Searching, Screening and Confiscation" as set out in the Department for Education Advice (February, 2014).

(School Behaviour policy by the headteacher - section 89 Education and Inspection Act 2006)

Informing and Reporting

11th July 2018

5 of 6



At Eastergate CE Primary School section 89 (b) will be delivered at the annual year group parent meetings in the autumn term. This will be reported upon to the governing body in the next Full Governing Body Meeting.