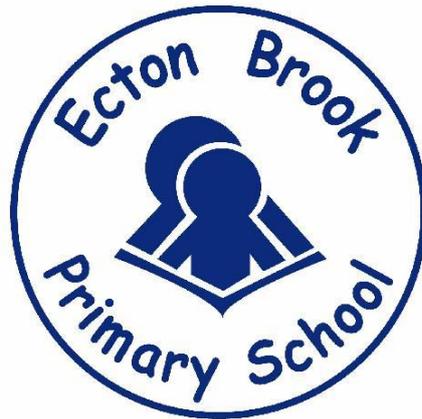


ECTON BROOK PRIMARY SCHOOL

POLICY FOR BEHAVIOUR

February 2017



This policy is reviewed annually by the governing body, and was last reviewed on 8th February 2017.

Next review date: February 2018

Signature:

A handwritten signature in black ink, appearing to read "N. Chaggar", on a light-colored rectangular background.

Narinder Chaggar

(Chair of Governors)

Date: 8th February 2017

Signature

A handwritten signature in black ink, appearing to read "Debbie Archer/Neil Woods", on a light-colored rectangular background.

Debbie Archer/Neil Woods

(Head Teachers)

Date: 8th February 2017

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1. Introduction: the Aims

At Ecton Brook Primary School we seek to promote behaviour which will encourage:

- consideration and respect for others and for property within the School.
- the emotional, physical and psychological safety of all the School.
- the development of mutual support, both academic and social.
- the development of personal autonomy, tolerance and understanding.
- preservation and enhancement of the School environment.
- the truth.
- high self esteem.

2. The Boundaries

We intend to achieve the Aims by establishing clear and consistent boundaries within a balanced framework.

These are:

- positive, supportive and caring attitudes towards others.
- a pride in Ecton Brook Primary School.
- honesty.
- growth in personal autonomy.
- tolerance and understanding of personal limitations.
- respectful and courteous consideration of others and their individual differences.
- regular and punctual attendance.

3. The Rules and Reinforcements

In order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression and disturbance.

Children are involved in reviewing all the rules every year, with regular reminders occurring every term.

We have many positive reinforcements that help steer children away from poor behaviour and towards good behaviour. These also

promote self-confidence, which in turn promotes learning.

They are:

1. Children's achievements and examples of exceptional work or behaviour will be shared in school during Celebration Assembly.
2. 'Star Pupil' awards/certificates are given out every week in class.
3. Class rewards to be decided upon by individual class teachers. This encourages individuality and allows the teacher to decide the best personal approach for their class.
4. Receiving good work or good behaviour stickers from the class teacher, Teaching Assistant, Deputy Head Teacher or Head Teacher.
5. All children will have a sticker chart on which they will collect reward stickers. Sticker charts will be awarded in celebration assembly when completed.
6. Children will be awarded House points to celebrate and reward positive behaviour and effort. Ten house points will be rewarded with a sticker.
7. Having responsibilities in the class or School in general.
8. The provision of opportunities for children to support one another by working together as a group.
9. Wearing the correct school uniform and PE kit.
- 12 Representing the School in a range of opportunities.

Codes of conduct

All codes of conduct are regularly reviewed.

4. When Positive Support is Unsuccessful

- Even though the strategies set out in Section 3 work well with the majority of children there will be those who find it difficult to stay within the boundaries set for class and School. When this occurs we carry out sanctions which we consider appropriate to the behaviour concerned.

These sanctions range from missing some or all of playtime, to contacting parents and exclusion.

- Serious incidents will be recorded on a yellow incident form by a Senior Leader. These incidents will be directly dealt with by one of the Joint Head Teachers or a Deputy Head.
- In cases where a child has caused injury to another child or a member of staff, has been verbally aggressive or rude or has made racist, sexist or personal remarks or has been repeatedly disruptive to the education in a class, the School may contact the parents and inform them of the incident and punishment.
- In order to support children with behaviour difficulties we discuss our concerns together as a staff and use each other. We listen, we teach the children anger management techniques, we talk to parents for ideas and support, we give the children responsibilities, we start a home/School behaviour book with targets and rewards or we may ask for advice/assistance from outside agencies.
- In extreme cases, children will be excluded for between 1-5 days. After 5 days the Governors have to approve the Head Teacher's decision.
- If a child has a number of exclusions and is at risk of permanent exclusion then the school will work in partnership with external agencies.
- The very last resort, which occurs when all other sanctions have been attempted or when an incident is so serious it is beyond acceptance, is permanent exclusion.

5. Recording of Poor Behaviour

- Behaviour is noted by the class teacher and recorded as necessary, in accordance with the procedures of the Behaviour Card System.

6. Areas which can cause conflict

The following areas can cause children to feel resentment. They can also lead to them being tempted to steal or bully children into handing their belongings over. We want to prevent this at all costs and have therefore drawn up specific guidelines to lessen a 'have/have not' community.

MONEY:

We have no responsibility for money which is brought to school. Some older children do bring in a small amount of money to visit the shop on the way home or to school. If a child brings in a large amount of money it should be handed into the school office where it will be kept in the safe for collection at the end of the day and parents will be informed if necessary. Any money for school visits should be brought into school in a sealed envelope and handed to the class teacher.

SWEETS:

Sweets are not allowed in school. Fruit is provided for children at playtime.

THINGS FROM HOME:

Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children in KSI may also bring in items for show and tell on the agreed day. Unless a teacher specifically asks, toys and ornaments are not allowed in school. When an item is brought in it must be looked after by the teacher.

MOBILE PHONES:

Mobile phones are not allowed in school. If a child does bring a phone in they must be hand them in at the office.

MAKE UP:

Make up is forbidden in school.

JEWELLERY:

Accidents can occur with jewellery. The school accepts no liability for loss or damage to jewellery worn by children.

Only small stud earrings are allowed in school. This is for safety as well as practical reasons. Necklaces and chains are also forbidden, except for short chains with a small religious symbol. All jewellery will have to be removed for PE lessons and all sporting events.

HOMETIME:

As the children are so closely monitored during school time they often wait until after school to show their feelings more openly. We ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground or outside the gate.

While children are in school uniform we expect them to behave just as they would in school.

Staff are asked to see their classes to their relevant exits. Children in Foundation Stage and Key Stage 1 will be seen out to the adult who is nominated to collect them.

7. Around School in General

Children should:

- Knock on doors and then enter a room.
- Hold doors open.
- Be polite to visitors.
- Say good morning / afternoon when passing an adult.
- Walk, not run.
- Move about quietly.
- Address people politely.

8. The classroom

The children should:

- Come in and out of class quietly and in an orderly manner.
- Address the teacher politely.
- Sit quietly and listen to the teacher without interrupting.
- Not distract or annoy other children.
- Not call out.
- Ask permission when they leave the room so the teacher knows where they are.
- Behave the same way to all the adults and children in the school.
- Not eat in class except at snack time.
- Not use the toilet as a way of getting out of work.
- The staff in school are in the position of parents/guardians. There is no excuse for rudeness, disrespect or insolence towards staff. Any reasonable request from a staff member should be carried out at once without argument.

9. Staff Obligations

- Be aware of the children as individuals. Know their needs, characters and any clashes of personality between class members.
- Give meaningful praise and encouragement in lessons.
- Keep an attractive, tidy classroom with up to date displays.
- Be happy and positive.
- Plan work carefully and match it to ability, differentiate when dealing with different abilities.
- Present work in an interesting way and make sure the children know what is expected of them.
- Diffuse potential incidents and situations before they occur.
- Mark work promptly.
- Not allow difficult situations to disrupt the class.
- Continually observe and scan the behaviour in the class.
- Apply rules fairly, consistently and firmly.
- Never accept insolence from pupils.
- Always hear both sides of a story before acting on a situation.
- Listen.
- Adhere to behaviour policy

**ALWAYS DEAL WITH OFFENDERS.
TO IGNORE IS TO CONDONE.**

10. The Playground

Children should:

- Play together and not fight.
- Walk within the school building.
- Use the toilets for their proper use and not to play in.
- Not enter the building without permission.
- Play with the equipment appropriately
- Not climb on the banisters or trees.
- Stay within the boundaries of the playground.
- Use the benches for sitting on.
- Stand silently and still when the first bell sounds.
- Walk sensibly into school when the 2nd bell sounds
- Go into the classroom in an orderly fashion.

To help the children staff should:

- Be vigilant by watching for potential incidents and defuse them before they start.
- Wear high visibility jackets so that they can easily be located by children and other staff.
- Remind the children to walk while in the school building.
- Remind the children to play nicely and carefully with each other.
- Prevent children from going into the hall or office unless it is important.
- Come out of the staffroom promptly and be present for duty on time.
- Always follow up incidents and don't ignore anything seen that breaks school rules.
- Always make sure that an adult rings the bell.
- Inform the Head Teacher of any serious incident and if possible lead those involved to the office.
- Support staff must inform class teachers of any incident involving a pupil or pupils in his/her class.

11. The dinner hall

The children are brought into the dinner hall by a Teaching Assistant once they are standing correctly in their lines.

Children should:

- Walk in sensibly and quietly without disturbing or distracting those who are already eating.
- Line up for lunch in an orderly fashion.
- Speak politely to those adults who are serving or supervising in the hall.
- Talk quietly to the children on their own table. They must not talk to children on other tables.
- Put up their hands to show that they have finished their meal and wish to start pudding.
- Place their cutlery and cups appropriately on their tray to show they have finished.
- Put up their hands and ask to leave the hall.
- Tidy away and leave the hall quietly.
- Scrape their plates into the bins provided.

12. Bullying

Bullying of any sort will not be tolerated at Ecton Brook Primary School.

Bullying can be:

physical: pushing, kicking, hitting, spitting etc

verbal: name calling, sarcasm, spreading rumours, persistent teasing.

emotional: not letting a child join in a game, hiding a child's belongings, humiliation.

racist: racial name calling, gestures.

cyber: this includes bullying through websites, email or mobile phone

Please refer to the Anti Bullying Policy for more information

13. Sanctions against poor behaviour

Objectives

- To ensure consistency of approach through a whole school policy which establishes clear criteria relating to inappropriate and unacceptable behaviour
- To provide a system that allows children to see that certain elements of behaviour are considered unacceptable, and that if these elements of behaviour are chosen, then specific sanctions will follow as a result of this choice.
- To allow children to demonstrate their ability to redress a situation where they have chosen unacceptable or inappropriate behaviour.
- To inform and involve parents where patterns of unacceptable or inappropriate behaviour are apparent.
- To encourage children to act responsibly and as good citizens outside of school and present our school in a positive and respectful way

The Card System

At Ecton Brook Primary School we operate a three card behaviour system in addition to a classroom system called 1, 2, 3 Magic for low level behaviours.

1, 2, 3 Magic

Supervising adults are trained to use the 1, 2, 3 Magic process to help children to recognise that their low level behaviour is inappropriate and to encourage them to make the right choices for their behaviour, without giving attention for their actions. Where a child is using low level inappropriate behaviour, the adult will say their name and say 'that's a one' (showing one finger). If the behaviour continues, the same process will be repeated using 'that's a two' and on 'that's a three' children will be given a timer to take 5 minutes time out to reflect on their behaviour and make the right choices.

Where 1, 2, 3 Magic has not been effective, or where the behaviours being displayed are more disruptive or higher level, the card system will be introduced.

The Card System

A house point system is used to acknowledge and reward elements of positive behaviour. The **Yellow, Orange and Red** cards are used where unacceptable or inappropriate behaviour is used.

In the majority of instances of unacceptable or inappropriate behaviour, a verbal reprimand followed by use of the 1, 2, 3 Magic process by the supervising adult will be sufficient. The behaviour card system should not be used in place of a teacher or assistant's professional response, and use of the card system needs to be made with due consideration.

In Reception year the yellow card is introduced in the final term in preparation for Year One. Reception Year children receiving yellow card sanctions will be brought to the attention of the team leader.

The Behaviour Card system procedure

Step 1

In the first instance of unacceptable or inappropriate behaviour, a **verbal warning** will be issued by an adult, pointing out the negative behaviour and offering an opportunity for it to stop. This may involve the child's name being written on the board. Warnings may be made more than once.

Step 2

If the unacceptable or inappropriate behaviour continues, a **Yellow Card** may be issued. The child's name will be written on the class yellow card with

reasons for doing so. The child will then be kept behind after the session to discuss the behaviour and consequence before going out to play.

Step 3

If the negative behaviour continues after the Yellow card, an **Orange Card** maybe issued. The procedure is the same, and the sanction will be the loss of the next lunchtime session after discussion with the Head or Deputy Head teacher. A senior leader will also decide whether the child should return to class. If the child has had previous behaviour cards these sanctions may increase at the discretion of a senior leader.

Step 4

If, despite previous sanctions being used, the child's behaviour still does not improve, then a **Red Card** will be issued. The red card sanctions are at the discretion of the Head or Deputy Head teacher, and contact home to the child's parents to make them aware of the event(s).

Step 5 - Serious Incident Management

Where a serious incident takes place, Steps 1-4 of the Behaviour Card System may be bypassed. In such cases parents will be contacted immediately.

Serious Incidents will include:

- serious physical injury to peers
- physical attacks on staff
- serious intentional verbal abuse to staff

The severity of the serious incident will be assessed at the time, and an appropriate period of exclusion may be necessary. This will be at the discretion of the Head Teacher.