

# **EARLSMEAD PRIMARY SCHOOL**

## **Behaviour Policy**



**SUCCESS *for* ALL**

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## **MISSION STATEMENT**

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life-long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

## **OUR VISION**

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

*Securing resilience*

*Understanding values and respecting others*

*Committing to our learning*

*Community involvement*

*Equality for all*

*Striving to do our very best*

*Setting high expectations*

## **BEHAVIOUR POLICY**

### **Introduction**

This policy reinforces and compliments the aims and ethos of the school. It was developed through discussions and sharing of good practice within the school community.

At Earlsmead we aim to promote success for all our community members through:

- Exemplary behaviour by modelling positive behaviours and sustaining high expectations at all times
- Encouraging high standards of work and behaviour, emphasising praise and celebrating successes and achievement
- Ensure that all adults and children treat each other with mutual respect and consideration

The behaviour of pupils is the shared responsibility of the children themselves, parents/carers and members of staff.

Earlsmead Primary School has 6 Golden Rules:

- Do be kind
- Do be gentle
- Do look after property
- Do be honest
- Do work hard
- Do listen

### **Aims**

Through promoting an agreed set of values, we aim to develop a positive learning culture and positive behaviour within the classroom, where pupils are enthusiastic and inspired to learn. The school aims to provide a caring, supportive, structured environment where children learn independence and responsibility whilst developing self esteem and self discipline.

### **Objectives**

- To have an agreed set of values that guide thinking and behaviour.
- To create an ethos where each child knows its value and is supported.
- To have a consistent, approach to behaviour throughout the school, with parental cooperation and involvement.
- To build up each child's self esteem by placing the emphasis on praise and reward.
- To encourage independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.

- To ensure a calm, positive, working atmosphere where the boundaries of acceptable behaviour are clear to all.
- To have a clear formulated 'route' of disciplinary procedures that are consistently applied by all staff and the Headteacher
- To work in conjunction with support agencies with children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances
- To have high expectations of all children as most children respond to what the school expects and demands of them.
- To establish a healthy balance of rewards and sanctions and to use to the full assertive discipline.

### **School Staff**

All staff must promote, model and actively teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place.

Specific, genuine and values-based praise should be used consistently and fairly to: -

- Establish an ethos of warm, friendly, positive acceptance;
- Encourage positive self esteem in all pupils;
- Reinforce positive values and the behaviours that exemplify these;
- Encourage all pupils to emulate values-based behaviours through the use of proximity praise. There should be a high rate of values-based praise. A rate of 3:1 for positive/praise statements to negative/corrective statements is essential. If a reprimand is necessary this should be brief, values-based and to the point.
- Reprimands should be delivered as briefly as possible, giving minimum attention to the child.
- Reprimands should be directed at the behaviour and not the child.
- The child should be clear on the value they have not acknowledged.
- A calm and authoritative tone is important; shouting is never effective.

Once a reprimand has been issued, return to the activity and aim to deliver two more praise statements.

The expectations and procedures are also to be followed during lunchtimes.

### **When things go right: positive behaviours and rewards**

It is important to recognise when pupils are behaving as they should. We have a simple reward system to do this using the ladders system. Pupils receive individual rewards by going up the ladder. Individual rewards are set out in Appendix 1.

Achievement certificates are also awarded to members of each class on a weekly basis to recognise good work and positive attributes.

## **When things go wrong: negative behaviour and consequences**

It is equally important to have a clear set of sanctions in place for when pupils do not behave at the expected high standard. These are set out in Appendix 2.

When children go down the ladder, they will move back to the yellow area at the beginning of each week to encourage a positive start to the week.

When routine behaviour management strategies are not successful, the following routes can be taken, appropriate to individual needs.

- Pupils may be referred to Learning Mentors, following the established referral system.
- In discussion with the Head and/or Deputy, pupils can be referred to outside agencies which may include a referral to CAMHS, the Helix Education Centre or the Educational Psychology Service .
- Internal exclusion/exclusion can be used as set out in the appendices below.
- Pupils may need a Personal support plan.
- Staff will be made aware of appropriate strategies to manage extreme behaviour of individual pupils.

Parents/ carers will be notified at all stages. Parenting classes are also offered as a means to support parents.

## **Restorative Justice**

At Earlsmead School we use a Restorative Justice approach. Through this approach, supported by staff and peer mentors, children are encouraged to consider the consequences of their actions by discussing how situations have arisen. Children are encouraged to talk through any disagreements to ensure that they understand the point of view of other children involved, as well as being able to explain their own understanding of the situation. They are then encouraged to find their own way of resolving the situation.

We find that this system is extremely valuable in encouraging children to take responsibility for their own behaviour and provides them with the lifelong skills needed to become caring and responsible members of society with the resilience to negotiate any difficulties they may face.

## **Monitoring and Evaluating**

The effectiveness of this policy will be regularly monitored by the leadership team and Governing Body. The behaviour management leader will feed back to the Governing Body data concerning behaviour.

## **Appendices**

Appendix 1: Rewards

Appendix 2: Sanctions

Appendix 3: Agreed school routines.

Appendix 4: Managing Behaviour in the Early Years Foundation Stage

Appendix 5: Agreed school code of conduct

## Appendix 1 – Rewards

<b>Reward 1 - Bronze</b>	
<p>Following the Golden Rules by:</p> <ul style="list-style-type: none"><li>• Listening</li><li>• Positive play</li><li>• Walking sensibly in the corridor</li><li>• General politeness</li><li>• Holding doors</li><li>• Good manners</li><li>• Responding to instructions quickly</li><li>• Working hard</li><li>• Putting hand up</li><li>• Being a good play buddy</li><li>• Positive play</li><li>• Looking after property</li><li>• Looking after each other</li><li>• Improved behaviour</li><li>• Consistently good behaviour</li><li>• Looking after play equipment</li><li>• Completing work/homework</li><li>• Lining up well</li><li>• Helping each other</li><li>• Improved work</li><li>• Particular effort in work or behaviour</li><li>• Positive contribution to the lesson</li><li>• Meeting targets</li><li>• All spellings correct</li><li>• Good teamwork</li></ul>	<ul style="list-style-type: none"><li>• Praise</li><li>• Sticker</li><li>• Verbal affirmation</li><li>• Verbal thanks</li><li>• Recognition in front of peers</li><li>• Children who do good work will be sent to share their success with the Head Teacher (KS2 Thursday pm - KS1 Friday morning after assembly).</li></ul>
<b>Reward 2 - Silver</b>	

Repeatedly following the Golden Rules through:

- Consistently good behaviour/ work as expected
- Consistently positive attitude to learning as expected
- Consistently high standard of work in relation to ability
- Excellent project work
- Overcoming difficulties and reaching targets
- Contributing positively to the smooth running of the school
- Significant act of good behaviour/ kindness/ helpfulness
- Work meeting objectives, significantly improved work
- Specific improved behaviour
- Excellent work and behaviour all day
- Being responsible
- Positive behaviour when representing the school

All of the above plus one or more of the following:

- A step up the ladder
- Visit to Headteacher for a sticker
- Contribution to class reward
- Certificate in assembly
- Verbal communication with parents/ carer

### **Reward 3 - Gold**

Repeatedly and consistently behaving in an exemplary manner and/or repeatedly and consistently working in an exemplary manner e.g.

- Exceptionally good behaviour/work
- Significant progress in work
- Perseverance
- Outstanding achievement in any area
- No steps down the class Golden Ladder

All of the above plus:

- Golden ladder award
- Letter of commendation sent home
- Name in Newsletter - also for step 3 of school Golden Ladder



## Appendix 2 - Sanctions

<b>Consequence 1: Any member of staff</b>	
<p>A <b><u>first</u></b> incident of low-level infringement of school rules e.g.</p> <ul style="list-style-type: none"> <li>•not listening: making excessive noise, interrupting</li> <li>•lying</li> <li>•damaging or not caring for property: littering, misusing school equipment</li> <li>•not working hard: producing sub-standard work or working without application</li> <li>•preventing others from working - calling out, distracting</li> <li>•being unkind</li> <li>•not being gentle: pushing when lining up</li> <li>•not helping: running in school, not sharing with clearing up</li> </ul>	<ul style="list-style-type: none"> <li>•A verbal warning/ reprimand</li> <li>•Asked to apologise</li> <li>•Quiet warning</li> <li>•Re-doing work</li> <li>•Spoken to by an adult</li> <li>•Picking up litter</li> <li>•Completing work at break time</li> <li>•Short-term working in silence</li> </ul>
<b>Consequence 2: “you’ve had a warning, one step down the ladder” Any member of staff</b>	
<p>A <b><u>repetition</u></b> of a low-level infringement of the school rules, having already received a warning, so continuing to do what a pupil has already been asked to stop e.g.</p> <ul style="list-style-type: none"> <li>•not listening <i>again</i></li> <li>•lying <i>again</i></li> <li>•damaging or not caring for property <i>again</i></li> <li>•not working hard <i>again</i></li> <li>•being unkind <i>again</i></li> <li>•not helping <i>again</i>.</li> </ul> <p>Or a more significant negative behaviour which could be one-off e.g.</p> <ul style="list-style-type: none"> <li>•being unnecessarily rough</li> <li>•cheating</li> <li>•throwing objects</li> <li>•thoughtless, unintentionally hurtful, use of racist language</li> </ul>	<ul style="list-style-type: none"> <li>•A step down the ladder</li> <li>•Time out</li> <li>•Isolate at play with a member of staff or duty or class teacher</li> <li>•Kept back after class to talk about problem</li> <li>•Move within class</li> <li>•Loss of part of break time</li> <li>•Write a sorry letter</li> <li>•Sent to a teacher</li> <li>•Severe verbal reprimand</li> <li>•Thinking chair/ time out</li> <li>•Walk with adult on duty in playground</li> </ul>

**Consequence 3: any teacher (if incident occurs in the playground, support staff to report incident to teacher)**

**Persistent repeated, or significant**, infringement of the school rules, including behaving in a way:

- that prevents others from learning, including persistent refusal to follow instructions in class
- that is unsafe, including walking out of class, fighting
- that causes upset to other members of the school community e.g. using inappropriate language, serious name-calling
- that causes minor damage to property e.g. deliberately breaking a ruler, minor graffiti
- that causes offence e.g. deliberate use of racist language
- if two sanctions are received in the same week, the child will miss enrichment time that week and will spend this time with the Deputy Head for Inclusion to discuss their behaviour

- A sanction: a formal recorded loss of break/ lunch time. For a first sanction in a half term, the staff member who gives it records the sanction in the child's Link Book; if the child receives 3 sanctions in a half term, the class teacher will meet with the parent/carer to discuss their behaviour; if 6 sanctions are received in a half term, the Phase Leader meets with parent/ carer; if 9 sanctions are received in a half term, the Inclusion leader meets with parent/ carer. At this point, a formal behaviour plan may be discussed.

**Consequence 4: senior teacher involvement (Deputy or Head Teacher)**

Incidents resulting in an internal exclusion may be serious "one-off" incidents without a need to progress through the lower-level consequences. Depending on severity, they might also lead to an exclusion. Examples are:

- Dangerous or abusive behaviour
- Highly disruptive behaviour, or persistent and repeated disruption to learning
- Repeated bullying, threatening or racist behaviour or homophobic behaviour
- Verbal or physical aggression
- Deliberate and significant damage to property
- Misuse of the internet
- Assault on another child
- Deliberately causing injury
- Foul and abusive language towards a child
- Previous consequences having little effect/ persistent misbehaviour
- Defiance

- Internal exclusion: this means either part of, or the whole day spent out of class, including at break and lunchtime, with individual supervised learning activities
- Meeting with parents (Deputy Head or Headteacher)
- Personal support plan

### Consequence 5: Headteacher, or Deputy Headteacher in her absence

Exclusions may only be given by the Head Teacher or the Deputy in her absence. Exclusions are given for serious misbehaviour, either for a one-off serious offence or for prolonged serious misbehaviour. Exclusions may be fixed term, or in extreme cases, permanent. Behaviours leading to a fixed term or permanent exclusion are:

- Extreme incidents of violence or bullying
- Deliberate violent behaviour towards a member of the school community
  
- Threatening behaviour
- Any behaviour that endangers others
- Possession of an offensive weapon
- Persistent racial harassment
- Deliberate and significant damage of school property
- Theft
- Swearing or offensive language
- Persistent refusal to follow instructions in a way that compromises safety
- Any incident where police would be involved if it occurred outside of school
- Cyber bullying or serious misuse of social media
- Any other incident that the head teacher considers a serious breach of pupil conduct

- Fixed term or permanent exclusion

## **Appendix 3: Agreed School Routines, September 2018**

### **Coming into School**

- Children enter the buildings from 8.45am, teachers to be in their classes before this.
- Year 6 teachers open doors at 8.45, children come in quietly and sensibly. Greenheart, Sycamore and Eucalyptus use door nearest to main building, Elm/Maranti/ Pine use the far door.
- Children to be in class by 8.55am, gates close at 8.55am, children arriving after this will collect a slip from the office and give it to their teacher.
- Soft start activities to be ready for children when they arrive.
- KS2 staff to ensure all children are off the stairs landings and out of toilets by 9.00am and in their classes.

### **End of Day**

- All teachers will have a dismissal register to record the collection arrangements for each child on a daily basis. Signed parental permission slips relating to end of the day collection arrangements should be kept securely by teachers in case of any query.
- Coppice teachers walk their class to the collection point on the playground and wait for children to be collected, Woodlands and Saplings children are collected from class.
- Children who are not collected by 3.25 to be taken to the main office by their teachers and registered.
- Children who go to clubs can take themselves if they are in KS2 (KS1 must be escorted by an adult).
- All class teachers to be aware of vulnerable children in their class and any procedures that are in place regarding collection.
- Teachers/adults in class to know of any change to pick-up arrangements and let the child know this before the end of the day.
- Ensure all children leave the premises by 3.30 and don't hang around.

### **Assemblies**

- Line up to go in an agreed order, same order for all lining up.
- Walk very quietly/silently on the way with stopping points so children keep up.
- Children and adults sit silently in the hall.
- Teachers need to be ready to collect on time at the end of assembly where applicable.
- All staff have a responsibility to pick up on behaviour, not just class teachers. Staff to scan for inappropriate behaviour and deal with it.

### **Doors and Corridors**

- Always hold doors open for others and show good manners - please, thank you, excuse me (no pushing) – choose monitors and change regularly.
- Walk single file through doors on the left-hand side.
- Line up quietly and move quietly around the school.
- Ensure outside doors are closed behind the last person for safety and heat conservation.

- Walk on left hand side, no running, pushing or shoving on stairs or in corridors.
- Use allocated doors to leave buildings.
- Children to be led out to play by an adult. Adult to supervise the stairs, corridors and landings whilst children return to class.

### **Lunchtime**

- SMSAs are on time and ready for duty before children get to their areas and know of any issues for that day.
- Classrooms to be left in a reasonable state, depending on what is happening after lunch.
- Toilet opportunity and hands washed by the time SMSAs arrive.
- Gather all belongings (lunchbox and outdoor clothing).
- Line up –hot dinners together, packed lunches together.
- Teacher to lead line to hall, TA towards back of line.
- Children walk on the left hand side throughout the school.
- TAs who are 1-1 at lunchtime to escort their child to lunch and stay with them.
- Children to line up quietly, in single file, whilst waiting for lunch.
- Specific area designated for hats/coats, packed lunch boxes – NOT wearing them.
- Awareness of children who are still in class learning.
- Staff to be ready to receive children back in class at the end of lunchtime.

### **Breaktime**

- Adults to be in position on duty and on time wearing hi-vis.
- Collect coats and fruit.
- Teachers to lead children out to play – they must NOT be simply sent out, teacher at the front!
- Once out children cannot re-enter classrooms until the end of break time.
- Remind children to go to the toilet and get a drink during break.
- At the end of break the children are sent in from the playground. They enter through designated entrances. Adults to monitor them **walking** in and up the stairs
- Playtimes are for toilet and drinks, NOT right at the end as the children are coming in.
- Incidents need to be dealt with by supervising adult on the playground.
- Step down the ladder if late back into class.

### **Mobile Phones**

- Children to have signed permission from parents to have phones in school.
- Phones to be collected by CT in the morning, locked in cupboard and handed back at the end of day. Children to sign them in and out.
- Earlsmead Primary School cannot accept responsibility for loss of, or damage to, phones on school property.
- If parents need to contact their child at school they need to contact the school office, NOT ON THEIR MOBILE.

## **Appendix 4 Managing Behaviour in the Early Years Foundation Stage**

All children at Earlsmead are expected to adhere to the school and class rules and expectations. Positive behaviour management strategies are used to promote good behaviours consistently by all staff. In Reception, behaviour expectations need to be aligned to the child's age and stage of development. Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Learning activities and tasks should be appropriate and personalised for individual children's needs. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Strategies with children who engage in inconsiderate behaviour:

- Helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Support each child in developing self-esteem, confidence and feelings of competence.
- Support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- Do not use techniques intended to single out and humiliate individual children.

- Use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in a bound record book for this purpose and brought to the attention of the Headteacher. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Do not shout or raise your voice in a threatening way to respond to children's inconsiderate behaviour.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- Teasing and rough and tumble play are normal for young children and acceptable within limits. These kinds of play are pro-social and not seen as problematic or aggressive.
- Develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- Fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities to explore concepts of right and wrong.
- Tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

Hurtful behaviour is taken very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- Young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. They are helped to manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

- Self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Children are helped in this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, you are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings

- Confrontational responses to a young child's rage will have the opposite effect.

- Pre-verbal children can be calmed through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but with an explanation and discussion of the incident to their level of understanding.

- Young children require help in understanding the range of feelings they experience. Children are helped to recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- Young children are helped to learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."

- Young children are helped to develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one." The same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- Social skills development is supported through modelling behaviour, through activities, drama and stories. Self-esteem and confidence in children are en-



couraged, recognising their emotional needs through close and committed relationships with them.

- Children are helped to understand the effect that their hurtful behaviour has had on another child; children are encouraged to say sorry. When hurtful behaviour becomes problematic, it is important to work with parents to identify the cause and find a solution together.

The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting:
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
- The child has a developmental condition that affects how they behave.

Where strategies do not work, the Inclusion Leader is consulted and a behaviour management plan is drawn up, outlining a whole school consistent approach.