Eastlea Primary School

Behaviour Policy

October 2021

This is the full version of Eastlea's Behaviour Policy. Copies of the policy summary are included in the school's prospectus and are sent to all parents if significant amendments are made. We are continuing to further develop our strategies to manage behaviour linked to the THRIVE approach which is being embedded at Eastlea. For some individuals this may lead to some amendments to this policy as further support is provided to help them to regulate and safely manage their emotions – *see the final section of the policy for more details.*

Rationale

- We have developed a Policy for Behaviour which is based on our school aims and the values we seek to maintain.
- We want all our children to be happy, do their best and feel secure.

Rights and responsibilities

Children	
Rights	**Responsibilities**
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps self and others safe
To learn	To attend school regularly
	To be willing to learn
	To allow others to learn
To make mistakes	To own mistakes
	To allow others to make mistakes
To be listened to	To give opinions in a constructive manner
	To listen to others

Staff	
Rights	**Responsibilities**
To be supported by peers and managers	To ask for support when needed
	To offer support to colleagues and managers
To be listened to	To listen to others
To share opinions	To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour
	To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's systems, policies and expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others developing their skills in promoting positive behaviour
	To acknowledge areas of own behaviour management skills which could be developed
	To try new approaches

Parents and carers	
Rights	**Responsibilities**
To be treated with respect	To behave respectfully to others
To be kept informed about their child's progress	To make sure their child attends regularly
	To talk to their child about what he/she does in school
	To talk to staff if they have any concerns about their child's progress or well being
To be listened to	To listen to others
To have access to information on the school's approach to behaviour and attendance	To absorb information and share concerns
To have concerns taken seriously	To share concerns constructively
	To provide the school with information

Aims – *to be read in conjunction with the school's Relationship and Sex Education Policy*

- A Code of Conduct for behaviour which is agreed and carried out.
- A clear understanding of acceptable/unacceptable behaviour.

Children at Eastlea Primary School should:

- Take responsibility for their own behaviour
- Behave sensibly and safely
- Feel proud of themselves and their school
- Show respect for each other and the environment
- Do their best and encourage others to do the same

Eastlea School Rules

- Always try your best
- Speak to everyone calmly and politely
- Look after all equipment and treat it with care
- Keep hands, feet and objects to yourself
- Follow all adult instructions first time

Support for Pupils

- We recognise that all adults must be consistent and supportive in order to help the children interact positively
- We acknowledge that there will be times when pupils find it difficult to maintain the school rules (see below under Additional/Special Educational Needs)

We will:

- Model respectful and supportive relationships
- Treat all pupils with warmth and respect
- Praise desired behaviour
- Celebrate success
- Teach social skills, e.g. listening, sharing, turn taking
- Use circle time to solve problems
- Extend social skills, independence and responsibility during playtimes
- Develop an emotional vocabulary which will help pupils to recognise and understand both their own and others feelings. This will be further developed through the use of the THRIVE programme and the use of VRFs [Vital Relational Functions] (staff will aim to attune, validate, contain and regulate).

Support for Parents/Carers

- Staff are approachable and seek to be available to talk to parents immediately should any negative behaviour be noted.
- If the matter cannot be resolved there is recourse to the Head Teacher and from there to the support services both educational and medical.

Support for Staff

- Behaviour expectations, strategies and procedures will be consistent throughout the school (at an age appropriate level)
- Opportunities to discuss strategies will be provided with reference to particular classes and individuals
- Local authority multi agencies are available for advice or additional support if required

Behaviour Management

We aim to:

- Praise and reward acceptable behaviour at every opportunity
- Maintain a ratio of 4 positive comments to every 1 negative
- Fairly apply rewards and sanctions
- Ensure that with incidents of unacceptable behaviour, the behaviour and not the child is criticised
- Take a corporate role in promoting good behaviour

Rewards
We firmly believe that praise is the most effective method of encouraging good behaviour. The following is a list of the rewards which we feel are age appropriate:

- Praise from class teacher
- Rocket Points
- Earning time for Golden time on Friday afternoon
- Stickers
- Special jobs and responsibilities
- Praise from Head Teacher
- Entry into the Golden Book
- Letters home for continued effort/conduct
- Golden Day activities and events

Details of some Eastlea rewards

- **Rocket points** – all children are placed in one of five rocket groups (red, blue, yellow, green and orange). These are 'family' groups where brothers and sisters are together and contain pupils from Reception to Year 6 across the school. Each week children earn rocket points for good behaviour, positive attitude or good work. These are totalled each week and a visual running record is made of the progress of each group. At the end of each half term the Rocket group which gets the most points chooses treats from the Head Teacher's 'Special basket'.
- **Golden time** – Each child starts every day on light green on the traffic light system in the class. Depending on where they **end** each day, they have the chance to earn minutes for golden time – light green=6mins, dark green=5mins, amber=2mins, red=0mins (up to 30 minutes over the course of the week). The golden time treat will involve a 'fun' activity, e.g. icing biscuits, playing with construction sets, parachute games, basketball. Children who do not gain the full 'golden time' will miss part of the activity depending on the number of minutes earned. [Pupils who commit a 'serious offence' at any time during the day will automatically move into 'red' and gain no minutes towards golden time for that day; any days when pupils go into red will also be recorded on the golden time checklist.]
- **Golden book** – this is filled in by teachers who pick a pupil each week who has been noticed for doing the 'right' things. The book is read out in the celebration assembly each week and the child wears a golden badge all week. A letter is sent home to parents explaining why the badge has been awarded and a copy of what has been written in the golden book is shared.
- **Letters home for continued effort/conduct** – in addition to the golden book letters, parents of pupils who have remained in light green every day for a half term will receive a letter from the Head Teacher.
- **Golden Day activities** – the school will plan a visit or activity as a reward for positive behaviour over a half term.

Sanctions

- A 'look' from class teacher/ non-verbal signal
- Reminder of the Eastlea school rules
- Verbal warning
- Re-positioning within the room
- Progress through the traffic light system – moving from light green to amber or red if required.
    - Entry into the 'red' traffic light results in time to discuss the incident/more appropriate strategies or responses with the class teacher/trusted adult. Pupils are encouraged to consider how they can 'get back on track' in the green traffic light.
    - If a pupil goes into 'red' then the Head Teacher will be informed.
    - **Reception/KS1:** Parents/carers will be informed and/or get a letter from the Head Teacher after 2 'reds' in a half term explaining that if 4 'reds' are reached then the child will not attend Golden Day and inviting them to come into school to discuss the issues.
    - **KS2:** Parents/carers will be informed and/or get a letter from the Head Teacher after each 'red' in a half term explaining that if 3 'reds' are reached then the child will not attend Golden Day and inviting them to come into school to discuss the issues.
    - If a child is in the 'amber' 3 times (<u>twice</u> for KS2) in a half term for the same 'offence' then this will be converted into one 'red'

- Pupil seen by Head Teacher or a Deputy Head
- If a case of bullying behaviour is identified, parents of both the child being bullied and the child[ren] exhibiting the bullying behaviour will be informed.
- Internal exclusion from some activities
- Fixed term exclusion. This sanction will be applied in all circumstances where a pupil is a danger to him/herself or others, displays threatening behaviour to adults or who disrupts the teaching of other pupils.
- Permanent exclusion

Additional/Special Educational Needs

If a pupil's behaviour is consistently concerning, the parents will be invited to discuss the reasons behind this and provide consent for supportive strategies which may help:

- Designing a short term individual behaviour reward system for that child based on agreed targets
- Providing additional individual THRIVE based approaches through the implementation of THRIVE action plans which will be monitored half termly
- Adding the child to the Special Needs Register so that expert advice can be sought
- Contacting appropriate support agencies for vulnerable pupils, e.g. children in care

Behaviour at lunchtimes

Midday Supervisory Assistants will supervise the children at lunchtimes. The children will be required to respect their authority at all times.

Specific Lunchtime Rewards

- Rocket points
- Stickers
- Recommendation for the Golden Table on Friday – the midday supervisors choose children who have behaved well at lunchtime to sit on specially decorated 'golden tables' on a Friday. They are allowed to go first for lunch and have extra fruit or an edible treat provided.
- Special jobs and responsibilities – this may involve helping out with the younger pupils, leading playground games/activities, clearing the tables and chairs (under supervision) etc.

Specific Lunchtime Sanctions

- Verbal warning
- Time out 'on the fence' – this gives the pupils an opportunity to calm down and then rejoin the activity
- Referral to a member of teaching staff on duty – this means the child comes inside and goes to the classroom where the member of staff is on duty or to the Haven

N.B. A record will be made of all sanctions in the year group lunchtime book – this is shared with the class teacher

- Persistent inappropriate behaviour at lunchtime can result in parents being asked to take pupils home at over the lunch break following discussion with the Head Teacher.
- A more formal 'lunchtime exclusion' can also be a consequence of repeated instances of inappropriate/unsafe behaviour

<u>Additional Information linked to THRIVE</u>

Eastlea is now recognised as a school which is embedding the THRIVE approach with five members of staff trained as Licensed Practitioners for THRIVE. Our 'Haven' is used as a base to provide support to individuals or small groups of pupils who require additional support to help to manage and regulate their own emotions.

All staff are using the THRIVE approach to meet the needs of all pupils and some specific additional input is provided within the Haven for pupils who require this during lesson time and sometimes at lunchtimes. Individualised approaches are shared with staff via a briefing each week so that we have a consistent system to meet the emotional needs of these children, including children in care or with additional needs who are potentially more vulnerable.

EJB October 2021