

# **Eastborough J I & N School**



## **Behaviour Policy**

**Reviewed and updated: September 2019**

**Due for review: September 2020**

## Our School Ethos

To encourage a calm, purposeful and happy atmosphere within our school, with an understanding that we need agreed values and codes of behaviour for all people to work well together in school.

At the heart of our behaviour policy is a relationship of trust established between children, parents and staff. At the beginning of each academic year, the staff and children discuss the school rules which underpin our behaviour policy, Assemblies and dedicated class time, follow which help children understand it's principles.

We recognise that behaviour is a means of communication and negative behaviour can be caused by poor mental health and well-being. We therefore would consult our mental health and well-being policy and follow procedures within this in order to support children who are struggling with their behaviour.

**Being Kind** - To foster positive and caring attitudes towards everyone, by everyone.

**Being Fair** - To be consistent throughout the school with regards to clear and safe boundaries of behaviour.

**Working Hard** - To encourage increasing independence, self-discipline and awareness of responsibility for our behaviour.

## Our aims

The school will promote a positive, mutually respectful atmosphere where children feel happy and secure and where good conduct is recognised and rewarded to enable children to grow in confidence.

We will endeavour to create an environment where justice, fairness and equality are paramount and where relationships are built upon trust, courtesy and politeness.

Staff in school will follow the principles of Restorative MOT:  
**M**odel the behaviours, **C**reate the **O**pportunities, **T**each the Skills

We will create an environment where teachers and pupils have high expectations with regard to learning behaviour.

## How we will implement our policy

Our school rules are:

- We use kind comments and good manners... so that we don't hurt people's feelings.
- We have safe hands and feet... so that we don't hurt ourselves or other people.
- We are polite and respectful ... so that we treat each other fairly and value everybody equally.
- We are honest when things go wrong ... so that we can sort out problems easily, fairly and feel happy again quickly.
- We listen and follow instructions... so that we can all learn and stay safe and happy in school.

- We work hard and always try our best... so that we can achieve more and be proud of ourselves.
- We look after property... so that we don't waste or damage things.
- We walk around school calmly... so that we are all safe.

These rules are displayed in every classroom and around school. Everyone in the school community reinforces these messages. The emphasis is on highlighting positive behaviour; it's aim being to catch children getting things right and praising them accordingly.

## **Rewards and Sanctions**

### **Rewards**

We use several ways of encouraging positive behaviour at Eastborough. When we see good behaviour we reward by:

- ✓ Give praise
- ✓ Award stickers
- ✓ Present certificates in class or assembly
- ✓ Write/phone home, message on Class Dojo or speak to parents at the end of the day
- ✓ Give individual rewards – house points/Dojo points
- ✓ Move children in a positive direction on the class behaviour chart (Early Years and Year 1)

For excellent work in class we use 'Class Dojo' in school. Dojo points may be awarded for supporting others with their work, completing fantastic homework, presenting work neatly or completing a challenging task or activity. Reward certificates will be presented in assembly for every 100 Dojos a child earns. A class reward will be awarded when the class achieves 1000, 2000 etc. dojo points



For excellent behaviour, manners or kindness House Points are given. Each child in school is allocated a 'house' when joining Eastborough. Half-termly rewards are given to children in the house with the most points and a final reward is given to the house with the most points gained during the academic year. A member of each house in Year 6 is voted into the role of House Captain and are role models for others in their house.

All efforts are made to ensure that our approach is based on recognising and rewarding instances of positive behaviour.

### **Sanctions**

If we see minor inappropriate behaviour, **before we begin to employ the behaviour steps, we will first try the following:**

- Give the child a 'look'
- Stand near to the child
- Praise someone else who is modelling appropriate behaviour
- Have a quiet word
- Tactically ignore the behaviour
- Remind the child of the rules that we all follow
- Move the child to a different place within the classroom/nearer to the teacher

## **What if we need to do more?**

Sometimes, we need to do more to help some of the children at our school to learn the right way to behave. We follow a series of steps but, depending on the behaviour, we may need to jump some steps to make sure that everyone is safe.

### **In the Nursery classroom**

For inappropriate behaviour we give two verbal warnings

*“This is your first warning, please stop ..... (Insert behaviour here)”*

*“This is your last warning; next time you will sit on the time out chair”*

If the behaviour continues, the child will be taken to sit on the time out chair on their own or with an adult (1 minute per year of child’s age).

For serious/repeated/dangerous behaviour, staff in the Nursery classroom will call the office to request support from the Behaviour Support Worker (BSW) or member of the Senior Leadership Team.

In the event of extreme behaviour e.g. biting or hitting, the child will have calming down time away from the classroom. The Behaviour Support Worker or member of the SLT will make a phone call home to inform parents.

Parents/carers of a child who has been hurt as a result of a serious behaviour incident will also be notified.

Additional behaviour strategies or systems may be developed for individuals based on the needs and/or interests of the children in the Nursery class.

### **In the Reception classroom**

In Reception Class we use a ‘fish’ reward and consequence system. Each child’s fish will begin in the centre and will be moved towards the starfish for positive behaviours or towards the jellyfish for inappropriate behaviours.

For inappropriate behaviour, two verbal warnings are given, with reference to consequence

*“This is your first warning, please stop ..... (insert behaviour here)”*

*“This is your last warning; next time your fish will be moved”*

Children will be rewarded if their fish lands on the starfish, and will miss some of their playtime if their fish lands on the jellyfish.

Children may also be asked to complete a ‘time out’ of one minute per year of child’s age if they need some time to calm down.

For serious/repeated/dangerous behaviour, staff in the Reception classroom will call the office to request support from the Behaviour Support Worker or member of the Senior Leadership Team.

In the event of extreme behaviour e.g. biting or hitting, the Behaviour Support Worker or member of the SLT will make a phone call home. Parents/carers of a child who has been hurt as a result of a serious behaviour incident will also be notified and invited into school to discuss the incident further if appropriate.

## **In Class 1**

In Class 1 we use a weather based reward system involving clouds, sunshines and rainbows

For inappropriate behaviour we give 2 verbal warnings

*“This is your first warning, please (insert appropriate behaviour here)”*

*“This is your last warning. Next time your name will be moved to the ... (next step on the behaviour chart)”*

The child's name can also be moved in a positive direction for good behaviour.

Any child whose name has not been moved back to a positive place by playtime in the morning or afternoon will miss 5 minutes of playtime to talk about their behaviour and given the opportunity to apologise and 'make things right'.

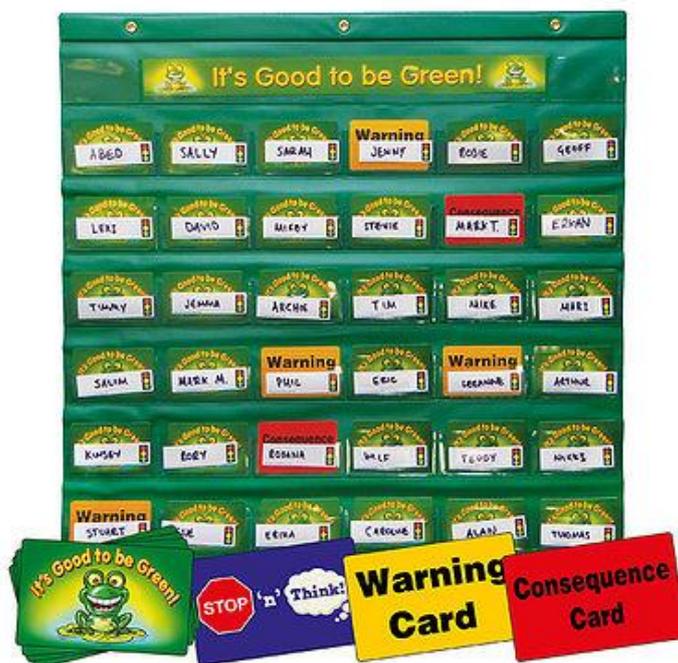
For serious/repeated/dangerous behaviour we send the red triangle to the office to request support from the Behaviour Support Worker or member of SLT.

In the event of extreme behaviour e.g. biting or hitting, the child will do a period of calming down time away from the class. The Behaviour Support Worker or member of the SLT will make a phone call home. Parents/carers of a child who has been hurt as a result of a serious behaviour incident will also be notified.

Additional behaviour strategies/systems may be developed as a behaviour plan for individuals if needed based on the child's needs and interests. These will be written by teacher, student and member of SLT or BSW in consultation with parents.

## In Class 2 to Class 6 During Learning Time

In Classes 2 to 6 we use a 'Good to be Green' system.



**At the start of each morning and afternoon session, all children will be on a green card.**

If we see minor inappropriate behaviour, **before we begin to employ the behaviour steps, we will first try the following:**

- Use low key cues – without disturbing other children's learning
- Give the child a 'look'
- Stand near to the child
- Praise someone else who is modelling appropriate behaviour
- Have a quiet word
- Tactically ignore the behaviour
- Remind the child of the rules that we all follow – support staff could do this quietly and move closer to child if able.
- Move the child to a different place within the classroom/nearer to the teacher

If negative behaviour persists and school rules continue to be broken after these sanction have been used, then:

A verbal warning is given – *"This is your first warning, please (insert appropriate behaviour here), if you continue to (...) you will receive a yellow card"*

Remind the child that any work not completed will have to be done at playtime. If behaviour persists a yellow card is issued. The child is reminded that this card is to remind them to correct their behaviour to get back to green. If the child's behaviour improves the yellow card is removed.

If the behaviour continues:

A verbal warning is given – *“This is your red card warning, please (insert appropriate behaviour here), if you continue to (.....) you will receive a red card”*

If the negative behaviour continues the child will receive a red card. Behaviour will be discussed with the teacher after the lesson and a red card slip will be completed. This means that the child will go to do reflection time the following lunchtime between 12pm and 12.30pm in Class 2 to complete a reflection sheet.

If three reflection sheets are completed during a half-term, then the class teacher will meet with parents to discuss behaviour and strategies for improvement.

If six sheets are completed during a half term, then a call will be made to parents by the BSW or Deputy Head Teacher to invite parents in to discuss behaviour with the teacher and a member of SLT.

For serious/dangerous behaviour we send the red triangle (kept at the front of each classroom next to the top of the IWB) to the office to request support from behaviour support worker or SLT.

**Steps in the behaviour system will be skipped for any violent, aggressive or racist behaviour and for aggressive swearing. The child will be taken by a member of staff to have calming down time and will then to be seen by Deputy or Head. Incident will be recorded on CPOMS by the teacher and Actions recorded by Deputy or Head. Parents will usually be notified by phone or in person.**

Additional behaviour strategies/systems may need to be developed as a Behaviour Plan for individuals if needed based on the child's needs and interests. These will be written by teacher, student and member of SLT or BSW in consultation with parents.

## **In the Playground at Playtime and Lunchtime**

At playtimes and lunchtime expect all children to follow our school rules to stay safe and happy while playing out. To support this staff will:

- Follow our behaviour policy
- Set examples by staying calm when dealing with any issues arising
- Staff will be outside promptly at the start of playtimes and lunchtimes
- Will have a walkie talkie outside in case they need support from a member of SLT
- Staff will take different areas or activities when in the playground encouraging children to participate in games and activities
- Reward good behaviour seen with appropriate rewards- stickers /house points

If we see minor inappropriate behaviour, **before we begin to employ the behaviour steps, we will first try the following:**

- Give the child a 'look'
- Encourage them to participate in an activity
- Praise someone else who is modelling appropriate behaviour
- Remind the child of the rules that we all follow
- Move the child to a different place (time out on a bench, different part of playground) or keep them to walk round with member of staff for short period of time until staff feel child is ready to go to play safely

For persistent negative behaviour, give a verbal warning – *“This is your first warning, please (insert appropriate behaviour here), if you continue to (...) you will receive a yellow card”*

If the behaviour persists, a yellow card is given.

If the behaviour is repeated, then the child is told - *“This is your red card warning, please (insert appropriate behaviour here), if you continue to (.....) you will receive a red card”*

If the negative behaviour continues the child will receive a red card. This means that they will go to do reflection time the following lunchtime between 12pm and 12.30pm to complete a reflection sheet.

**Steps in the behaviour system will be skipped for any violent, aggressive or racist behaviour and for aggressive swearing. The child will be taken inside to have calming down time in the snug with Behaviour Support Worker, Learning Mentor or a member of SLT. They will then be seen by a member of SLT, Deputy or Head. Incident and Actions will be recorded on CPOMS by the BSW or member of SLT who actions sanctions. Parents will usually be notified by phone or in person by BSW, Deputy or Head if needed.**

## **In the Hall at Lunchtime**

If there is disruptive or inappropriate behaviour during lunch, an adult will:

- Encourage them to show the correct behaviour
- Praise someone else who is modelling appropriate behaviour
- Remind the child of the rules that we all follow
- Move the child to a different place if needed

If the negative behaviour continues then a warning for a yellow card will be issued.

If the negative behaviour continues the child will receive a yellow card.

If behaviour persists then a warning for a red card will be given.

If the negative behaviour continues the child will receive a red card. Behaviour will be discussed with class teacher and a red card slip will be completed. This means that the child will go to do reflection time the following lunchtime between 12pm and 12.30pm in Class 2 to complete a reflection sheet.

## **Assembly Time**

If there is disruptive or inappropriate behaviour during an assembly, an adult will give the child a quiet word to remind them of our rules for assemblies.

If the behaviour continues, an adult will move the child next to the Teacher.

If the negative behaviour continues then a warning for a yellow card will be issued.

If the negative behaviour continues the child will receive a yellow card.

If behaviour persists then a warning for a red card will be given.

If the negative behaviour continues the child will receive a red card. Behaviour will be discussed with the teacher after the assembly and a red card slip will be completed. This means that the child will go to do reflection time the following lunchtime between 12pm and 12.30pm in Class 2 to complete a reflection sheet.

## **Reflection Time**

This takes place in Class 2 each lunchtime for children who have received red cards and is led by a member of SLT, Behaviour Support Worker, Learning Mentor, Deputy or Head. Slips will be given to teachers by Lunchtime supervisor each day. Children will attend 12 – 12.30.

During this time, they will work in silence to complete a reflection sheet completing questions that enable them to reflect on behaviour. They may also be required to copy out the school rules as a reminder of the correct behaviour expected in school.

The member of staff on duty will complete the record sheet in the folder and notify class teacher if parents need to be contacted (3 sheets completed in one half term).

The folder will be kept by and returned to the BSW.

## **How we resolve behaviour issues or conflict**

Teachers will follow the principles of Restorative MOT:  
**M**odel the behaviours, **C**reate the **O**pportunities, **T**each the Skills

We use restorative practice to support children to understand their behaviour and the behaviour of others. When resolving behaviour issues or conflict:

The questions we use often are:

What happened/is happening?  
How were you feeling?  
Who else has been affected/hurt? How?  
What do you think needs to happen now?

For more serious incidents:

- staff will make sure any injury is addressed first
- staff will give children calming down/thinking time before speaking to children
- staff will stay calm
- listen to all versions of events before giving sanctions
- use the questions above
- record incident on CPOMS

## **Continued Behavioural Concerns**

Step 1. In the first instance, behaviour management is the responsibility of the Class Teacher. Advice/support can be sought from the Behaviour Support Worker.

Step 2. If three reflection sheets are completed by a child during a half-term, then a call will be made to parents by the BSW or teacher and a meeting arranged with parents. If six sheets are completed within a half-term then a meeting will be arranged with the parents, teacher, BSW/ member of SLT to discuss the behaviours and possible strategies to support the child to improve their behaviour.

Step 3. A personalised behaviour programme will be introduced by the BSW/class teacher (in agreement with the child/parents/carers). Information will be shared with other staff to ensure that appropriate support is in place in the classroom and around school. Progress will be monitored by the BSW and regular communication provided to parents.

Step 4. If behaviour continues and improvement is not evident after a plan has been put in place a meeting with the Head or Deputy is arranged.

## **Serious Behaviour Issues**

In serious cases, such as intentionally causing physical harm or when 10 reflection sheets are completed during any half-term, the child will be spoken to by the Head Teacher and a meeting with parents/carers, the class teacher and the BSW will be arranged. This meeting will support school to find the best way to help the child. The Head Teacher will decide if outside agencies need to be contacted.

Ultimately, after all options have been exhausted, the final resort for persistent and/or serious incidents is exclusion, either fixed term or permanent.

## **Protocol for severe disruption by pupils**

- Follow all steps outlined in behaviour policy whenever possible.
- Call, send a support worker or red triangle to the office to get help from Behaviour Support Worker or member of the SLT.
- The teacher must stay with the class at all times and ensure the safety of all children.
- The Head Teacher will contact parents/carers.
- The incident will be recorded on Integris/CPOMS by the Behaviour Support Worker.
- The Head Teacher will decide if the pupil is to be excluded.

## **Use of positive handling**

For a very small minority of pupils, the use of positive handling techniques may be appropriate. Where appropriate, a positive handling plan and risk assessment will be put in place, in partnership with parents.

A Positive Handling approach will be adhered to by those trained.

**Physical restraint will only be used as a last resort if there is a risk of danger to the child or other persons, severe damage to property or prolonged disruption to the class.**

All physical restraints will be recorded in the Restraint Register in the office.

## **Protocol if children leaving school premises without permission**

This has happened before but not for many years and additional security measures are now in place but in the rare event that this happens we will:

- Send a support worker to notify the Behaviour Support Worker or member of the SLT
- The teacher must stay with the class at all times to ensure the safety of all children.
- If the child leaves the classroom but stays on school premises, the BSW or other appropriate adult will remind the child of the consequences should they leave the school and tell him/her to return.
- Take up time will be allowed.

- Physical restraint will only be used if there is a risk of danger to the child or other persons, severe damage to property or prolonged disruption to the class.
- If the child leaves the school premises and can still be seen by the adult, the child will be reminded of the consequences as above and also told that police will be called.
- Take up time will be allowed.
- If the child returns onto premises, follow the above. If the child continues to move away from the school, staff will not run after child. Staff return to school and police and parents notified.

.....

This is a working document; therefore, the review will be dependent upon the practice it has promoted.

Reviewed: September 2019  
September 2018  
September 2017  
September 2016  
September 2015