



*Eastlands Primary School*

## Whole School Behaviour Management Policy

Date	Review Date	Nominated Person	Nominated Governor
February 2016	February 2019	Head Teacher	James Holmes

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)

### Introduction

This policy has been written in consultation with all those who are expected to implement it, namely pupils, parents/carers, staff and governor representatives. Its purpose is to give clear guidelines to pupils, staff, parents, governors and visitors to Eastlands Primary School. We explain our aims and objectives, the routines, the code of conduct that helps maintain it and our system of rewards and sanctions.

The school uses SEAL which provides an explicit, structured whole curriculum framework for developing all children's social, emotional and behavioural skills. School assemblies are used to develop children's social, emotional and behavioural skills.

This approach makes a significant contribution to the whole school provision for personal, social and emotional development in the Foundation Stage and personal social and health education in the primary phase. There are five broad social and emotional aspects of learning; these include self awareness, managing feelings, motivation, empathy and social skills.

### Aims

At Eastlands Primary School we believe that effective teaching and learning can only take place in a well-ordered environment. Promoting positive behavior, self-discipline and respect requires consistency of practice across the school to ensure that pupils know the standards of behaviour expected of them.

A shared commitment from parents, governors and the wider community is also an important factor in promoting good behaviour, as is the support of local authorities, social services departments, health services and the police in dealing with the range of challenging behaviours



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sometimes seen in schools. A multi-agency approach can be vital in dealing with some situations.

This policy sets out measures which aim to:

- Promote good behaviour, self discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils

### **Objectives**

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment at Eastlands Primary School by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

### **Roles and responsibilities**

The governing body has established, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour. This policy is kept under regular review. It has been communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

The headteacher is responsible for the leadership of the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.

All staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of this policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.



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The governing body, headteacher and staff will ensure there is no differential origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The behaviour policy is made available to parents via the school website and is issued to staff annually. Parents are expected to sign the home / school agreement which clearly outlines roles and responsibilities for parents.

### **Classroom Management Procedures**

The procedures arising from this policy have been developed by the headteacher in consultation with the staff. The procedures make clear to the pupils how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, pupils and parents. The procedures are consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

The code of conduct for Eastlands Primary School was developed in consultation with staff, parents and pupils:

- **Eastlands children should:**
- **Always be kind, polite and helpful**
- **Show that they are sensible and mature**
- **Treat other people how they would like to be treated**
- **Listen carefully to people without interrupting them**
- **Appreciate and respect the property of others**
- **Never distract others from their learning**
- **Do their best and work hard**
- **Show an awareness of the feelings of others**

### **Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Within school the following systems for giving rewards are in operation:

- **The classroom behaviour ladder** – This is a 4 step behaviour ladder and is used to encourage good behaviour at all times, as the children earn the right to be placed in the



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raffle up to 5 times a week. There is a star at the top of the ladder which is used to identify children who have behaved well/completed some good work during the day. The four steps of the behaviour ladder are as follows:-

Step 1 – The child is reminded of their behaviour and loses their chance to be in the raffle for that day

Step 2 – The child is moved to work on their own for 10 minutes

Step 3 – The child is sent to work in another classroom for 10 minutes and misses their playtime.

Step 4 – The child has to discuss their behaviour with Mrs. Corrigan and their parents may be informed.

The Raffle Assembly takes place each Monday morning and one child's name from each class is picked out and they are able to select a reward.

The Behaviour Ladder may be modified for children with Special Education Needs in order that they may be more successful.

- **Star of the Week** – This is awarded in each class each week. It is to acknowledge a child who has worked particularly hard, had particular success in one area or who has shown consistently good behaviour. Parents are informed that their child has been chosen as Star of the Week and are invited to attend the Friday Celebrations Assembly.
- **Stamp Cards** – Each child in the school has a stamp card. They are given stamps by the class teacher or teaching assistant when they have been earned. Each card holds 50 stamps. When a card is filled the child is awarded a certificate. They are awarded a bronze certificate for their first 50 stamps, silver for the second and gold for the third card filled in. These certificates are presented in Celebrations Assembly on a Friday afternoon.

### **Sanctions**

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use is characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

- **The Classroom Behaviour Ladder** – see Rewards section for the steps.

The Classroom Behaviour Ladder is an effective Rewards and Sanctions system for most children and is a daily reminder about good behaviour and the expectations of the school. However, there will, on occasions, be children who demonstrate persistent inappropriate behaviour and then further steps must be taken in consultation with the parents/carers.

- **Individual Behaviour Chart** – This is used by classroom teachers in consultation with parents for a child who may need to have more frequent reminders about behaviour. It will include targets that are relevant for the child and will incorporate an acknowledgement of whether or not the targets have been met on a daily basis. Parents



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will receive feedback regularly about the success of these interventions. If behaviour improves then the Behaviour Chart will cease to be used.

For those children for whom the sanctions listed have been ineffective or for those children who display a high level inappropriate behaviour then exclusion must be considered. In taking these decisions the school refers to the DCSF's document; 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' – September 2008.

- **Fixed Term and Permanent Exclusions** – These are used when a child has seriously breached the school's behaviour policy, including persistent disruptive behaviour, or when the child remaining in school would seriously harm the education or welfare of the pupil or other pupils in the school.

### **Staff Development and Support**

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of this policy.

### **Interrelationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs, anti-bullying, power to use reasonable force and positive handling has been established.

### **Pupil Support Systems and Involvement of outside agencies**

The school works positively with external agencies such as EIS and the Child Psychology Service. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. In some circumstances extra child and family support may be sought and the Common Assessment Framework (CAF) would be used. A PSP (Pastoral Support Plan) may be put in place for those pupils who do not respond to school actions to combat disaffection and are at serious risk of permanent exclusion.

### **Review**

The headteacher, in consultation with the staff, will undertake systematic monitoring and conduct an annual review of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the governing body informed.

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and parents. The behaviour policy will be publicised to staff, parents and pupils annually (via the home/school communication book, home/school agreement and on the school website).

The outcome of the review will be communicated to all those involved, as appropriate.

### **Linked Policies**



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▪ Safeguarding and Child Protection	▪ Anti-Bullying
▪ Health and Safety	▪ Home School Agreement