

Behaviour Policy



Autumn 2016

Rationale

Good behaviour is vital for teaching and for learning, and excellent teaching and learning underpins good behaviour.

A calm, orderly environment is essential if children and staff are to work together most effectively. It is the responsibility of all staff at Eastway to provide an environment and ethos in which children and staff can make best use of the time spent in school for the real purpose of education.

We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs. For such children, additional programmes of intervention and support will be used in conjunction with the support of external agencies.

It is the responsibility of all members of staff to proactively monitor and support children's behaviour.

Aims

This policy seeks to:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour.
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.
- Identify and agree what staff and children consider to be unacceptable behaviour.

This policy is based on:

- The maintenance, encouragement and promotion of good behaviour using reward and praise rather than criticism and sanctions.
- A firm, consistent, proactive approach by **all staff**
- An ethos of care and recognition of individual needs.
- Agreed sanctions where rules are broken
- Good examples set by staff in their relationships and communications with children and each other.
- Providing interesting, enjoyable and well-prepared lessons that motivate children and cater for individual need.
- Involving children and encouraging them to take responsibility for their actions.
- Ensuring children have the opportunity to make amends and redeem themselves.
- Involving parents/carers, where appropriate.

Expectations

At Eastway we expect all children and staff to show respect and consideration, be friendly and polite and follow our agreed Code of Conduct: **Be Nice, Learn Well and Never give up. Bullying is not tolerated.**

We expect all children to:

- Show respect for and follow directions from **all staff** straight away
- Move around school quietly and safely
- Be kind, helpful and supportive to other children and adults
- Call people by their preferred name
- Respect and look after personal and school property
- Keep their voice quiet unless told otherwise
- Let others work without interruption
- Only use acceptable language
- Put things away in their proper place
- Keep unhelpful hands, feet, objects and comments to themselves

Strategies

To help children meet our expectations and to reward those children who consistently behave well, we have introduced a **Good to be Green** behaviour system. *See parents/carers information leaflet for additional information.*

- Consistently good behaviour and positive role models are rewarded with praise, house points and stickers. Additional class rewards and privileges are decided by staff in conjunction with the children
- Whole school weekly reward assembly and super play
- Termly and annual super play and super treats
- Wall displays that celebrate and demonstrate work/achievements that children are proud of
- Lunchtime rewards – stickers, certificates, top table
- Playground zones and warning boards to discourage inappropriate behaviour

Unacceptable Behaviour

At the beginning of each year, staff remind children of the expected Eastway Code of Conduct, reward system and sanctions if expectations are not met. **Children are regularly reminded of these expectations throughout the year.**

Good to be Green procedure:

- Consistent reminder of expected behaviour
- First Time - Thinking cloud (back to green)
- Second Time – warning - Yellow zone – miss a break
- Third Time or serious misbehaviour - Red zone - referral to Key Stage leader/DHT/AHT
- Continual red or serious misbehaviour – referral to Headteacher

All children return to green at the beginning of a new session. Consideration is always given to keeping children motivated and not feeling that ‘all is lost’.

Referral to Key Stage Leader/DHT/AHT

Children who have broken the agreed Eastway Code of Conduct and have been moved to the Red zone on several occasions and/or have broken a major rule are referred to the Key Stage leader/SLT.

Such behaviour might include:

- Being disrespectful or defiant to adults
- Being involved in systematic bullying
- Being offensive to another child or adult
- Fighting or physically hurting another child intentionally
- Deliberately vandalising school property
- Verbally abusing another child or adult, including racist, sexist and homophobic remarks

Every child at Eastway School has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child's education needs to work together to ensure that this is the case.

In the case of a major incident, the member of staff who has reported the behaviour must record the offence on a Racist/Homophobic /Bullying Incident Report and this should be passed to the Senior Leadership team.

The Key Stage leader/DHT/AHT will investigate and decide on an appropriate course of action which might include:

- Missing break/lunch time
- Contacting parents/carers
- Placing on report card
- Referral to the Headteacher

Referral to Headteacher

The Headteacher will investigate and decide on an appropriate course of action. At all times parents will be kept informed and involved. External support will be sought and agencies informed as appropriate.

If a system of support or sanctions are not effective and the child continues to disturb the safety and education of others, then the Headteacher will begin a process of:

1. fixed term exclusion
2. permanent exclusion

The process will follow statutory guidance on school exclusions September 2012.

Appendix: 1) Racist/Homophobic Incident Proforma
 2) Bullying Incident Proforma
 3) Child Concern Proforma

Class Behaviour Files

The Class Behaviour file is part of the agreed school system for recording and monitoring children's behaviour and well-being. Class behaviour files start in Foundation Stage and travel with the class through school.

Each file should:

- Be clearly labelled on the spine as the Class of Behaviour Log
- Be stored in the classroom
- Have a current class list at the front
- Be separated into sections using alphabet dividers
- Contain a Behaviour Log for all children
- **Any incidents of RED or YELLOW behaviour should be recorded on the child's behaviour log**
- **Any child concerns, potential bullying, racist or homophobic incidents should be referenced on the child's behaviour log but the incident detail should only be recorded on the appropriate form. These forms should then be passed to Headteacher and Family Support Co-ordinator (FSC)**
- Contain a signed parental acknowledgement of Positive Handling policy (if appropriate)

Please note:

- All new children must be added to the class behaviour file as soon as they arrive.
- All medical records or reports should be stored in the class SEN/Additional Needs file.
- All Accident Records should be stored in the class accident file.
- All Report Cards for children on IBPs should be stored in the class SEN file.
- Any Positive Handling records should be stored in the class SEN file and a copy passed to SENCO and FSC.
- All absence slips and copies of any attendance letters should be signed, dated and returned to the office.
- All behaviour logs for children leaving must be removed and passed to the Headteacher.

A copy of any completed behaviour log sheets must be passed to the Headteacher who will arrange a conversation with the child and parents/carers (if necessary).

Please ensure that all handwriting is legible and in pen.

Appendices

Appendix 1	-	Racist / Homophobic Incidents
Appendix 2	-	Bullying Incident Proforma
Appendix 3	-	Child Concern Sheet

Appendix 1

Racist / Homophobic Incidents

Please use this document to record any areas of concern

Name of Pupil	Date
Those involved	
Incident	Action Taken

Appendix 2

Bullying Incident

Please use this document to record any areas of concern

1. Aggression towards another pupil

Name of Pupil	Date
Those involved	
Incident	Action Taken



Child Concern Sheet

Bringing learning to life

Child concerned:	Date:
Professional:	
Concern:	
Action:	

Copy:

Mrs D Marchant ☐ Date _____ Action _____
SLT ☐ Date _____ Action _____