

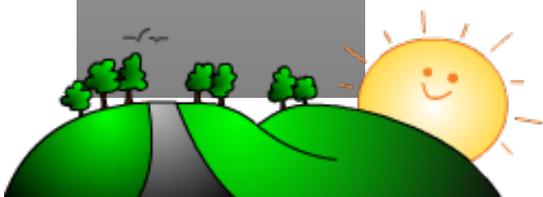
*Pride in all we do*

# Behaviour Policy

*Pride in all we do*

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**January 2018**



**Eaton Valley  
Primary School**

## *Pride in all we do*

### **Rationale**

The philosophy of the Behaviour Policy of Eaton Valley School is embodied in our rights and expectations. This policy should be read in conjunction with the Physical Intervention, Safeguarding, Inclusion, Exclusion, Equal Opportunities/Anti Bullying and Anti Racist policies.

Eaton Valley School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self esteem, respect for others and learning to manage your own behaviour.

Children are expected to take part in all activities to the best of their ability by listening carefully, answering and asking questions and by engaging in active learning.

At Eaton Valley great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and tangible. Rewards are awarded for helpfulness, kindness to others, positive attitudes, politeness and effort in work.

### **Aims**

- To ensure that all children clearly understand the behaviours expected of them.
- To ensure that positive behaviour is rewarded and consequences for inappropriate behaviour are fair.
- To encourage children to be responsible for their own behaviour.
- To provide clear guidelines and ensure a consistent approach.

## **Rights and Expectations**

***Treat others as we would like to be treated***

***Try to do our best***

***Tell the truth***

***Listen carefully***

***Respect property***

### **Everyone in school has a right to:**

- A safe, secure environment conducive to effective and stimulating learning.
- Freedom from physical and verbal abuse in school.
- To be treated and spoken to fairly and courteously by others.

### **Children have a right to:**

- A clear set of guidelines and high expectations of their behaviour.
- Be able to learn and play without undue disruption.
- A fair, consistent approach to discipline from the school.
- To be listened to.

### **Adults working in school have a right to:**

- Be able to work and teach without undue disruption.
- Insist on a high standard of acceptable behaviour from children.
- Help and support from others when dealing with and helping to modify unacceptable behaviour.
- To have all reasonable instructions followed.
- To be told the truth when investigating incidents of unacceptable behaviour.

### **Parents/Carers have a right to:**

- Regular information and consultation with the school about their child's progress and behaviour.
- A clear set of guidelines and expectations about their children's behaviour in school.
- Early notification from school of any problem with their child's behaviour.
- Opportunities to help the school address their child's behaviour.
- Be treated and spoken to courteously by others.

## **Implementation**

### **Everyone in school is expected to:**

- Treat all others fairly, courteously and with respect.

### **Children are expected to:**

- Follow the school rules.
- Follow all reasonable instructions.
- Allow others to learn and play happily without interference.
- Demonstrate self control
- Show empathy with others' feelings

### **Adults working in school are expected to:**

- Treat all children equally, irrespective of gender, race or religion.
- Provide a safe, well-ordered and caring environment.
- Be positive role models.
- Be alert to the signs of bullying and racial harassment and follow procedures.
- Communicate promptly with parents about any behaviour issues.
- Consistently apply school rules and expectations at all times, not just in their own classrooms.

### **Parents are expected to:**

- Support the behaviour policy of the school and encourage their child to observe school expectations.
- Communicate promptly with the school about any issues that may affect their child's behaviour at school.
- To respect the safety regulations invoked by the school.
- To allow only reasonable items to be taken to school and accept their own and their child's liability for those items.
- To accept responsibility for any wilful damage to school property caused by their child.

## **Rewards**

### **House points**

- All children in Key Stage 1 and 2 are in Houses. They are led by House Captains, elected by Year 6 pupils.
- House Points may be awarded for good work and behaviour.
- At the end of each week the totals for each House are announced in a whole school merit assembly and displayed on the House Points board.

### **Head Teacher's Award**

- The Head Teacher's award is awarded to a child every week from every class.
- It can be awarded for behaviour, work or positive attitudes and contributions. This is decided by class teachers.
- Parents are informed via text message and the child's achievements are celebrated during our whole school merit assembly.

### **The Golden Table**

- Every week one child from each KS2 class is awarded with a certificate giving them the right to sit at the Golden Table
- Each child gets a party bag as a reward
- Children may choose a friend to sit with them and their lunchtime starts earlier than that of their peers
- Their achievements are celebrated in our whole school merit assembly and they are awarded with a certificate.
- This award is organised by the lead lunchtime supervisor

### **Lunchtime Buddies**

- Every week one child from each KS1 class and EYFS is awarded with a certificate giving them the right to care for a lunchtime buddy (teddy bear) for one week
- Their achievements are celebrated in our whole school merit assembly and they are awarded with a certificate.
- This award is organised by the lead lunchtime supervisor

### **Additional daily rewards**

- praise from staff
- acknowledgement of good work and behaviour
- informing parents verbally or via text message
- table points
- stickers

## *Pride in all we do*

### Consequences

When children's behaviour falls below an acceptable standard, a range of sanctions may be used. All staff refer to the school's Behaviour Chart, shown below, to ensure sanctions are administered fairly and consistently.

Behaviour	Procedure	Who?	Sanction
<b>Category 1</b> <ul style="list-style-type: none"> <li>Low level disruption (humming, tapping, talking at inappropriate times, nudging others)</li> <li>Running in school building</li> <li>Failing to follow instructions 1<sup>st</sup> time</li> <li>Not sharing / taking turns</li> <li>Not respecting other people's feelings</li> </ul>	1 <sup>st</sup> Step: Verbal reminder of correct behaviour 2 <sup>nd</sup> Step: Warning given by an adult. Children need to be made aware at this point that there will a consequence if behaviour continues  Reinforce positive behaviour  Reinforce nearby positive behaviour of peers, so that child can follow example	Any adult	<b>Stage 1</b> Warning given
<b>Category 2</b> <ul style="list-style-type: none"> <li>Continuation of category 1 behaviour after warning given</li> <li>Arguing with adults / defiance</li> <li>Defacing school books</li> <li>Work below standards</li> </ul>	Record incident on behaviour log 1 and given to SENCO  Sent to reflection area during playtime  Complete reflection sheet	Any adult  SENCO	<b>Stage 2</b>  Miss playtime / removal from classroom
<b>Category 3</b> <ul style="list-style-type: none"> <li>Continuation of category 2 behaviour</li> <li>Damaging school property e.g. breaking rulers etc.</li> <li>Inappropriate remarks or behaviour e.g. urinating in playground</li> </ul>	Sent to KS Leader/AHT/DHT  Incident recorded on behaviour log 2 and given to SENCO. Parents contacted to discuss actions	KS Leader/AHT/DHT  SENCO	<b>Stage 3</b>  Parents informed of incident by class teacher
<b>Category 4</b> <ul style="list-style-type: none"> <li>Racism</li> <li>Bullying</li> <li>Threatening violence against pupils or staff</li> <li>Stealing</li> <li>Bringing a weapon into school</li> <li>Physically abusive to pupils or staff</li> </ul>	Sent to DHT or HT. Incident recorded on Behaviour Log 3 and information sent LA.	DHT or HT  (Exclusions)	<b>Stage 4</b> Child excluded from class for that day  Parents informed on same day  Possible fixed term or permanent exclusion  Possible lunchtime exclusion

**Please Note:**

**Bullying is – Several Times On Purpose – STOP**

**Racism is – Name calling that refers to someone's skin colour, race, religion or culture**

### Lunchtime

The consequences used will be similar to those used by class teachers and all lunchtime staff follow the school's lunchtime behaviour policy (appendix 2)

### **Severe Clause**

In cases of extreme behaviour, including violence, vandalism, theft, sexually inappropriate behaviour, racism or defiance, the senior leadership team will intervene immediately and complete a behaviour log. Parents will be informed if deemed appropriate.

### **Persistent Challenging Behaviour**

#### **School Action**

An IBP (Individual Behaviour plan) will be written and a behaviour diary will be set up. It will include specific targets and rewards agreed by the child, class teacher and member of the senior leadership team. The diary may be used for a particular time of the school day e.g. lunchtime. This will be reviewed at the end of an agreed period.

#### **School Action Plus**

If School Action does not lead to improved behaviour, advice is sought from inclusion support and other agencies e.g. Inclusion support team

### **Exclusion**

A child can be excluded for a fixed term for behaviour including disruption, verbal abuse, defiance, racial abuse or bullying. The decision to exclude can only be made by the head teacher or acting head teacher.

On the child's return to school, parents must attend a meeting with the head teacher to discuss a reintegration plan which both supports and monitors the child. The child at this stage may also be supported by the inclusion support team.

### **Permanent exclusion**

The decision to permanently exclude can only be taken by the Head Teacher (or Deputy Head Teacher if the Head Teacher is not on site). A decision to exclude pupils permanently should only be taken:

- a) in response to serious breaches of the school's behaviour policy: and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

*Behaviours that warrant **permanent exclusion** include continued disruption, physical assault, possession of a weapon, sexual abuse/assault, supplying an illegal drug. Serious one-off incidents, as well as persistent inappropriate behaviour, can lead to permanent exclusion. The exclusion committee of the governing body will be involved in permanent exclusions.*

In serious cases, the police may be informed by the Head Teacher or Deputy Head Teacher, in order to seek advice and prevent further escalation of the problem.

### **Bullying**

The school has a separate policy for dealing with incidents of bullying.

### **Racist Incidents**

These are recorded, logged and monitored

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**Monitoring, evaluating and reviewing**

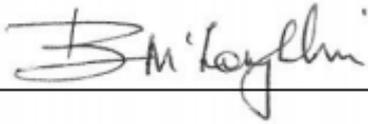
The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

Signed by:



Headteacher

Date:



Chair of Governors

Date:

Next reviewed January 2020 or sooner whichever is appropriate



# Lunchtime Behaviour Policy

Lunchtime supervisors are only able to support children effectively by applying strategies and processes that promote an orderly, positive and supportive environment.

This document forms part of Eaton Valley's School behaviour policy. It is a usable framework for issuing rewards and sanctions.

## **HOW we support behaviour at Eaton Valley**

### **Building trust, respect and understanding between supervisors and children.**

#### **Rewarding good behaviour**

Each supervisor will actively seek children displaying positive behaviour. They will keep a record of this in log books, praise and stickers will be issued. They will then use this information to nominate a child weekly, from each class, who will gain a **Lunchtime Certificate**. The Head teacher is to be informed of awards every Thursday after lunchtime. Awards will be given during Friday assembly.

#### **Lunchtime Award Key Stage Two:**

- Receive a certificate during assembly.
- When the lunchtime bell goes, children can choose a peer and go straight to dinner. They will sit at the GOLDEN TABLE.
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#### **Lunchtime Award Key Stage One:**

- Receive a certificate during assembly.
- Get to look after the Lunchtime Buddy bear for the week.

**Class Rewards:** Children can collect points during the week. This will include collecting points for lining up, how they behave in the dining area and positive behaviour towards lunchtime supervisors. The class who has collected the most points during a half term period will be awarded the *Lunchtime Cup* (there will be a cup for KS1 & KS2)

**Addressing unacceptable behaviour: See full behaviour chart for more details.**

<p>Category 1 Low level disruption (humming, tapping, talking at inappropriate times, nudging others). Running in school building. Failing to follow instructions 1<sup>st</sup> time. Not sharing / taking turns. Not respecting other people's feelings.</p>	<p>Reminder and warning given.</p>	<p>Any adult</p>	<p>Verbal warning</p>
<p>Category 2 Continuation of category 1 behaviour after warning given. Arguing with adults / defiance. Defacing school property.</p>	<p>Further occurrence of incident/ incident escalating - recorded Behaviour Log 1</p>	<p>Any adult</p>	<p>Miss outdoor time -  STAND BY Lunchtime SUPERVISOR 1-2 MINS</p>
<p>Category 3 Continuation of category 2 behaviour. Damaging school property e.g. breaking rulers etc. Inappropriate remarks or behaviour e.g. urinating in playground, spitting at others.</p>	<p>Sent to Senior Lunchtime Supervisor - recorded on Behaviour Log 2 sheet. Sent to reflection area, supervised by key members of Leadership Team. Class teacher informed - notify parent</p>	<p>Lunchtime Supervisor Senior Lunchtime Supervisor</p>	<p>Behaviour slip / parent informed/complete reflection sheet in Reflection Room (Community Room)</p>
<p>Category 4 Racism. Bullying. Threatening violence against pupils or staff. Stealing. Bringing a weapon into school. Physically abusive to pupils or staff.</p>	<p>Child sent immediately to member of SLT Incident recorded in Behaviour Log 3 by Lunchtime Supervisor</p>	<p>Senior Lunchtime Supervisor DHT / AHT HT (Exclusions)</p>	<p>Parent informed / possible exclusion</p>

**All staff in school are responsible for responding to good and unacceptable behaviour as it happens.**

Lunchtime staff must follow procedure at all times and ensure all behaviour is logged.

**Please Note:**

**Bullying is – Several Times On Purpose – STOP**

**Racism is – Name calling that refers to someone's skin colour, race, religion or culture**