BEHAVIOUR POLICY
A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education. It is, therefore, worthwhile spending time setting the ground rules and asserting the school’s code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail with a positive ethos that reflects safety, respect and dignity, and to allow members of the school community to concentrate upon its chief purpose. It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is central. Behaviour management is the collective responsibility of all staff, governors, parents and pupils.

Aims

This behaviour policy should:

- 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

The chief aims of our approach to behaviour are:

- Give pupils confidence in themselves and pride in their achievements and foster a sense of being a good citizen at school, in the home and the wider community.
- Create a learning environment, which enables pupils to make the ‘right choices’ in terms of their actions and reactions and develop a caring and positive attitude towards others, the environment and property.
- Foster a sense of responsibility among pupils and develop inclusive practices that meet the needs of individuals as well as the school as a whole.
- Develop links between home and school, which will provide children with a framework of acceptable standards of social skills and behaviour.
- The discussion with children about the need for rules and the responsibilities we each have to one another
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate

**Promoting Good Behaviour**

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These include:

*‘Fun Time’ Friday and The Golden Rules*

If a child follows the Golden Rules, they are rewarded with 30 minutes of ‘Fun time’ each Friday afternoon. ‘Fun time’ Friday consists of activities that are chosen by the children to make this a valuable and rewarding experience for all. Loss of ‘Fun time’ Friday is also used as a sanction to remodel inappropriate behavior.

**Golden Rules**

These are as follows:-

I am kind and respectful.

I try my best.

I make the right choice.

I listen to adults.

I tell the truth.

See appendix A for more information on strategies for promoting positive behaviour and appendix B for the consequence structure used for sanctions. Appendix C outlines the rewards for moving up the scale for bands and the privileges associated with each band.

In addition to the Fun Time Friday and the Golden Rules:

**In Class**

- Lots of verbal praise and encouragement from all staff
- Children all allocated to a team and points awarded as a positive reinforcement of behaviour and attitude
- Extra privileges in class e.g. giving additional jobs or responsibilities
**Team Points**
- Team colours are – Red, Blue, Yellow, Green.
- Points awarded as a positive reinforcement of behaviour and attitude
- Team points collected weekly, and celebrated in Friday’s assembly
- Team successes are displayed.
- Termly rewards for winning teams.

**Class Assemblies**
- Opportunity for children to show good pieces of work and talk about their achievements and interests, parents are invited.

**In the newsletter, on the website and on Twitter**
- Children who are congratulated for particular achievements, competitions etc
- The announcement of the performance of school sports teams

**Friday celebration assembly**
Presentation of certificates:
- Presentation star of the week, 1 child from each class
- Something to Smile about, several children from each class
- Head teacher certificate, 1 child from the whole school
- Announcement of the total number of team points collected
- Celebrating out of school achievements
- Celebration of children who acquire the next behavior band. e.g promotion of rainbow to bronze band.

**Other opportunities include**
- Celebration Assemblies and concerts where children can demonstrate their talents
- The issuing of swimming certificates and other certificates from sporting activities
In addition to the consequence structure used for sanctions in Appendix B, the Executive Headteacher, Head of School (or Deputy Head in their absence) has the following responsibilities:

Children who have broken the class rules on several occasions and/or have broken a major rule by:

- Being involved in systematic bullying
- Being offensive to an adult/member of staff
- Physically hurting another child intentionally
- Fighting
- Deliberately vandalizing school property
- Verbal abuse including racist and sexist remarks

... will be referred to the Head teacher who will decide a fitting consequence. This might include:

- Removal of a band.
- Sending a letter home
- Break time detention
- Seclusion within school

If none of these sanctions are effective and the child continues to disturb the education of others, or threaten or harm other pupils or staff within the school then the Executive Headteacher/Head of School/Deputy Head may begin a process of:

1. fixed-term exclusion
2. permanent exclusion

After a period of 5 days fixed-term exclusion, a member of the Governing Body will be involved in meeting with the child’s parents and Head teacher to discuss other possible courses of action.

At Eastwood Village Primary School we recognise that in extreme cases, where a child is in danger of hurting themselves or others, damaging property or causing disorder there may be a need for positive handling. School follow DfE advice ‘Use of Reasonable Force’ July 2013, reviewed July 2015 and the principles of Covic Training.
Appendix A

Strategies for Promoting Positive Behaviour

The staff at Eastwood Village Primary School has agreed the following strategies for behaviour management.

Model and praise the behaviour you want to see.

Plan routines, the curriculum and effective provision (including the deployment of additional adults) to ensure appropriate behaviour.

Separate the behaviour from the child. For example, “I like you, but not what you are doing.”

Use the language of choice. Inform children of how they can make a good choice and what the consequences of that might be.

Distraction

Tactical ignoring/proximity praise.

Work to repair and restore relationships.

Avoid conflict and an audience. (Quiet word). Get down to their level.

Keep calm and be consistent with all children, avoid raising your voice.

When children are acting inappropriately tell them what they are doing rather than questioning.

Children can have the opportunity earn back Fun Time Friday lost time.
Appendix B

Hierarchy of Sanctions.

The band system

All children are awarded a rainbow band as a minimum right on entry to the school which gives them access to playtimes and the chance to eat lunch with their peers. Consistently good behavior which then models the golden rules for others will then lead to the opportunity of earning a bronze, silver or gold band respectively depending on the impact of their good behaviour.

1) Serious Incidents – If a child shows extreme behaviour then a Serious Incident Form will be filled in and it will be logged on CPOMS. Serious Incidents may be Fighting, Swearing at Adults or Persistent ignoring of adult requests. After the incident the child is taken to a member of SLT to discuss the incident; the child will lose 15 minutes ‘Fun time’ Friday. A phone call home will also be made by the teacher issuing the form.

2) Seclusion or Exclusion to take place if SLT deem an incident is extreme and the only sanction required. If a child is Secluded or Excluded they will not be able to access ‘Fun time’ Friday that week.

See procedures for Minor and Major behavior incidences below.
Procedure for Minor Behaviour Incidents

Minor Incident (e.g. not following rainbow behaviour code)

Warning 1 given, directly linked to the school rule

Warning 2 given, directly linked to the school rule

Warning 3, 5 minutes time out managed in the classroom/playground

Warning 4, band removed with next playtime lost, managed by class teacher

Band is returned after that playtime.
Procedure for Major Behaviour Incidents

1st offence: class teacher to talk with parent

2nd offence: talk with class teacher and KR/ATW

3rd offence: KR/ATW meet with parents and discuss way forward including

Immediate loss of band and lunchtime playtime. 10 minutes of golden time lost.

Next lunchtime is spent in the office carrying out learning activities (supplied by class teacher)

Band returned after lunchtime

Child earns privileges on report chart and reviewed a week later with class teacher and/or KR/ATW
<table>
<thead>
<tr>
<th>Respect</th>
<th>Lost band consequences</th>
<th>Rainbow Level</th>
<th>Rainbow Privilege</th>
<th>Bronze Level</th>
<th>Bronze Privilege</th>
<th>Silver Level</th>
<th>Silver Privilege</th>
<th>Gold Level</th>
<th>Gold Privilege</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I have kind hands, feet and words.</td>
<td>I will say please and thank you.</td>
<td>Rainbow band learners will be able to:</td>
<td>I always show respect to everyone.</td>
<td>I always complete my work to the best of my ability.</td>
<td>I model being respectful to others.</td>
<td>I go the extra mile in everything I do in school.</td>
<td>I am respectful out of school and with my parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have a “can do” attitude.</td>
<td>Play freely in the playground.</td>
<td>Enjoy eating with friends in the dining hall</td>
<td>Go on school trips</td>
<td>Take part in after school clubs</td>
<td>I make the right behaviour choices</td>
<td>I make the right behaviour choices</td>
<td>I make safe choices out of school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I make the right behaviour choices</td>
<td>I always wear my school uniform.</td>
<td>I always listen to adults in school.</td>
<td>I go to school on time.</td>
<td>I listen to friends and help them.</td>
<td>I always listen to adults in school.</td>
<td>I listen to the advice of my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do good listening.</td>
<td>I always tell the truth.</td>
<td>I always tell the truth.</td>
<td>I go to school on time.</td>
<td>I listen to friends and help them.</td>
<td>I always tell the truth.</td>
<td>I tell the truth to my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am truthful in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Eastwood Village Behaviour Code and Rewards**

- **Respect**: I have kind hands, feet and words. I will say please and thank you. I have a “can do” attitude.
- **Effort**: I make the right behaviour choices. I always wear my school uniform. I always listen to adults in school. I always tell the truth.
- **Choice**: I do good listening. I always listen to adults in school. I always listen to friends and help them. I always tell the truth.
- **Listen**: I make the right behaviour choices. I always wear my school uniform. I always listen to adults in school. I always tell the truth.
- **Truth**: I make the right behaviour choices. I always wear my school uniform. I always listen to adults in school. I always tell the truth.

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**Bronze Level Privilege**

- Play freely in the playground.
- Enjoy eating with friends in the dining hall.
- Go on school trips.
- Take part in after school clubs.
- I always wear my school uniform.
- I always listen to adults in school.
- I always tell the truth.

**Silver Level Privilege**

- I always show respect to everyone.
- I always complete my work to the best of my ability.
- Take part in after school clubs.
- Be classroom monitors.
- I can come to school on time.
- I listen to friends and help them.
- I am honest when others don’t tell the truth.

**Gold Level Privilege**

- I model being respectful to others.
- I go the extra mile in everything I do in school.
- I go to school on time.
- I listen to the advice of my parents.
- I am organised and complete my homework neatly and well.
- I make safe choices out of school.
- I tell the truth to my parents.
GOLDEN RULES

★ I am kind and respectful. ★

★ I try my best. ★

★ I make the right choice. ★

★ I listen to adults. ★

★ I tell the truth at all times. ★