

# **Eastwood Village Primary School**



## **Policy for Behaviour**

**Updated May 2020**

## COVID 19 UPDATE

Please note – all information in RED is policy updates designed to safeguard pupils, parents, staff and the wider community in line with the DfE's guidance. The aims of the COVID 19 policy updates include:

- Ensuring social distancing measures are in place across school.
- Making clear the social distancing measures put in place to all stakeholders.
- Ensuring good hygiene and cleaning is adhered to by all people in school.
- Making clear expectations linked to hygiene and cleaning to all stakeholders.
- Ensure all staff are aware and able to implement safety measures for pupils returning to school.
- Build confidence among staff, pupils and the wider community that school, under the new policy measures, is a safe place to learn.

A full school Risk Assessment has been completed and will be adhered to.

# Rationale

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.

**Fun Time Friday will still continue while social distancing is in place. This will be done within bubbles.**

### ***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.

## Promoting safe learning within the classroom

Children and staff will work within 'Working Teams'. This will limit the amount and variety of people that the staff team and their pupils will come into close contact with. Each team has an allocated space in school in which to learn. Each team will also have an allocated bathroom in which to use. Social distancing within each working team will be difficult to maintain but to increase social distancing within the classroom we will:

- Set seating plans where pupils are sat 2m apart.
- A maximum of 15 pupils in each space.
- Re design classrooms where necessary to enable space to move safely.
- Soft toys and furnishing removed from classrooms.
- Limit pupil movement around space.
- Staff to teach from the front of the classroom maintaining social distance where possible.
- Pupils and staff not to share stationary – sanitized at the end of each day.
- No stationary or desk tidy's left on tables.
- Pupils to have their own cup in class.
- Staff cover/ PPA to be done by members of their own working team only.
- Work to be completed on paper and stored away or recycled following learning.
- Windows and doors to be left open.

In addition to maintaining social distancing, we will also ensure strict cleaning and hygiene measures to limit the spread of the virus. These include:

- Soap and tissues available in each space.
- Pupil and staff to wash hands for 20 seconds on a regular basis – supervised.
- Implement 'Catch It, Bin It, Kill It'.
- Posters across school promoting good hygiene and 'Catch It, Bin It, Kill It'.
- Adults to wipe regularly used surfaces after use.
- Toilet breaks to be taken at break and lunch where possible in allocated, working team toilet. Where toilet breaks are taken during learning time, pupil to ensure good hygiene.
- Cleaner on site to ensure regular cleaning of surfaces across school.

## **Promoting safety in communal spaces, transitional periods and at break/lunch.**

Social distancing will be more difficult to maintain at transitional periods such as start and end of the day and at break and lunch times. The measures below will be in place and enforced by all staff stringently to ensure positive social distancing measures are performed and maintained by all pupils and parents.

These measures include:

- One way walking around school.
- Windows and doors to be left open. Only select doors closed to safeguard pupils in the building.
- Timetabling in place for the staff room, dining hall, studio, PE slots and yard time. These timetabled slots will be for each Working Team.
- Parents to drop off pupils at the main gates to prevent use of the bridge which can become congested. Staff to support by walking pupils safely to their classroom.
- Staggered start and finish times to prevent high number of parents dropping off or collecting pupils.
- Breakfast Club not running. Breakfast options to be delivered to pupils when they arrive during morning tasks.
- Playtime staggered to prevent Working Teams mixing.
- Dining Hall and Studio utilized to prevent mixing of teams and to ensure cleaning can take place following each team's lunch slot.

## **Dealing with First Aid issues**

Each Working Team has First Aiders available. All First Aid incidents should be dealt with using normal procedure but by a member of that child's team.

### ***Assemblies***

Eastwood Stars assembly run termly to reward excellent role models of behavior.

Employee of the month assembly held monthly to rewards those pupils who carry out jobs to support the smooth running of the school.

Class assemblies are held weekly as an opportunity for children to show good pieces of work and talk about their achievements and interests, parents are invited where possible.

Whole school Assemblies will not take place while there are social distancing measures in place in school or advised by the DfE.

### ***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 other 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  
Dinner time seclusion

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.**

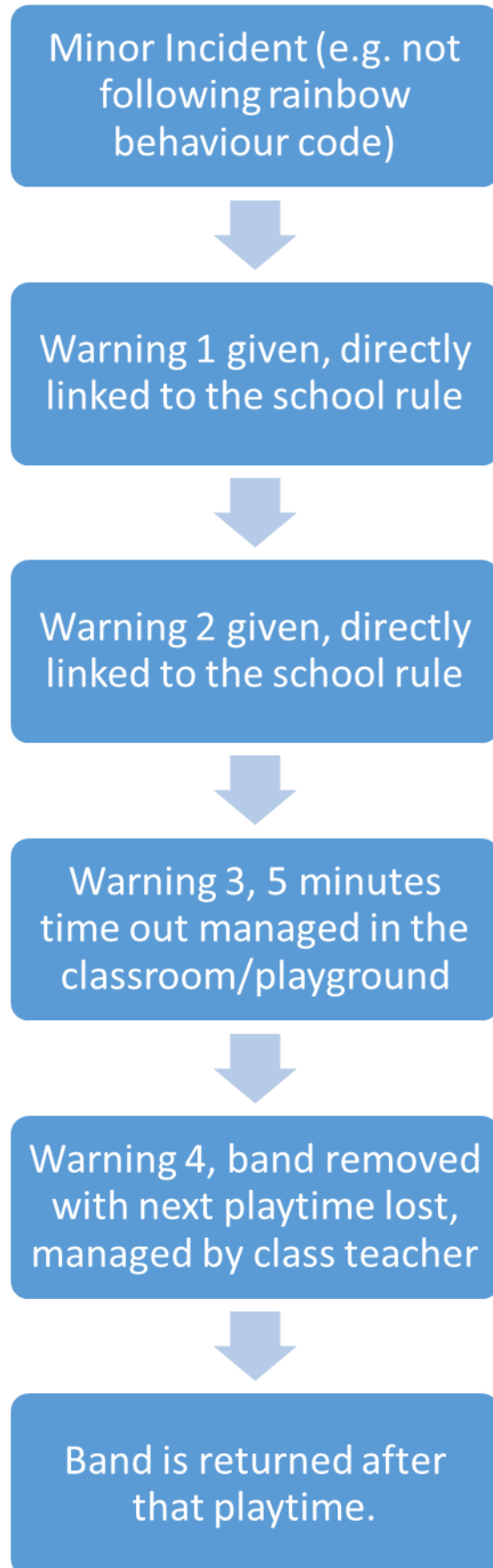
#### **The band system**

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



Procedure for Major Behaviour Incidents

Major incidents



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)



1st offence: class teacher to talk with parent

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

3<sup>rd</sup> offence: KR/ TJ meet with parents and discuss way forward including reward charts



Band returned after lunchtime



Child earns priviledges on report chart and reviewed a week later with class teacher and/or KR/ATW

## Eastwood Village Behaviour Code and Rewards

	Lost band consequences	Rainbow Level	Rainbow Privilege	Bronze Level	Bronze Privilege	Silver Level	Silver Privilege	Gold Level	Gold Privilege				
Respect	Refer to minor/major incident flowcharts	<ul style="list-style-type: none"> <li>I have kind hands, feet and words.</li> <li>I will say please and thank you.</li> </ul>	Rainbow band learners will be able to:	<ul style="list-style-type: none"> <li>I always show respect to everyone.</li> </ul>	Bronze band learners will also be able to:	<ul style="list-style-type: none"> <li>I model being respectful to others.</li> </ul>	Silver band learners will also be able to:	<ul style="list-style-type: none"> <li>I am respectful out of school and with my parents.</li> </ul>	Gold band learners will also be able to:				
Effort		<ul style="list-style-type: none"> <li>I have a "can do" attitude.</li> </ul>		<ul style="list-style-type: none"> <li>Play freely in the playground.</li> <li>Enjoy eating with friends in the dining hall</li> </ul>		<ul style="list-style-type: none"> <li>I always complete my work to the best of my ability.</li> </ul>		<ul style="list-style-type: none"> <li>Take part in lunchtime clubs (badminton, parachute, football, dance, gardening)</li> </ul>		<ul style="list-style-type: none"> <li>I go the extra mile in everything I do in school.</li> </ul>	<ul style="list-style-type: none"> <li>Eat outside when the weather is good</li> </ul>	<ul style="list-style-type: none"> <li>I am organised and complete my homework neatly and well.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in staff interviews</li> </ul>
Choice		<ul style="list-style-type: none"> <li>I make the right behaviour choices</li> </ul>		<ul style="list-style-type: none"> <li>Go on school trips</li> </ul>		<ul style="list-style-type: none"> <li>I always wear my school uniform.</li> </ul>		<ul style="list-style-type: none"> <li>I can come to school on time.</li> </ul>		<ul style="list-style-type: none"> <li>Be a member of the School Council</li> </ul>	<ul style="list-style-type: none"> <li>I make safe choices out of school.</li> </ul>		
Listen		<ul style="list-style-type: none"> <li>I do good listening.</li> </ul>		<ul style="list-style-type: none"> <li>Take part in fun time Friday</li> </ul>		<ul style="list-style-type: none"> <li>I always listen to adults in school.</li> </ul>		<ul style="list-style-type: none"> <li>I listen to friends and help them.</li> </ul>		<ul style="list-style-type: none"> <li>Show visitors around school</li> </ul>	<ul style="list-style-type: none"> <li>I listen to the advice of my parents.</li> </ul>		
Truth		<ul style="list-style-type: none"> <li>I am truthful in school.</li> </ul>		<ul style="list-style-type: none"> <li>Take part in after school clubs</li> </ul>		<ul style="list-style-type: none"> <li>I always tell the truth.</li> </ul>		<ul style="list-style-type: none"> <li>I am honest when others don't tell the truth.</li> </ul>		<ul style="list-style-type: none"> <li>Help teachers in class/lunch</li> </ul>	<ul style="list-style-type: none"> <li>I tell the truth to my parents.</li> </ul>		

# 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. ★

Policy adopted January 2020  
Policy reviewed January 2022

Signed .....Head Teacher  
Signed.....Chair of Governors