Document name	Behaviour Policy
Document owner	Little Eaton Primary School
Authors	Paul Schumann
Current document	Version 2
Date Approved	17.11.22
Review date	November 2029

Positive Behaviour
Little Eaton Primary School
Little Eaton Primary School strives to develop a happy, caring community based around:

- Sensitivity and tolerance towards the needs and views of others.
- An understanding of the difference between right and wrong and the courage to be honest and truthful.
- Acceptance by pupils of responsibility for their own actions.

To achieve this, we particularly value:

- Kindness and care towards others
- Friendship and happiness
- Excitement
- Patience
- Good manners towards all members of the school community

We take pride in achievement in all areas of school life (academic, social, intellectual, cultural, physical and aesthetic activities).
The development of individual confidence, leading to the courage to accept personal challenge and responsibility is central to children becoming effective learners.

This requires:

- **P** articipation in all aspects of school life
- **R** esponsibility for yourself, for each other and for the wider community
- **I** ndependence
- **D** etermination to achieve and to be the best that you can be
- **E** xcellence in everything

BEHAVIOUR POLICY
Little Eaton Primary School

1. AIMS

The aims of our behaviour policy are:

a) To create an ethos at Little Eaton School whereby children feel happy and confident and where they can work to reach their full potential in a caring and supportive atmosphere.
b) To give the children models of positive and acceptable behaviour.
c) To set challenging standards for the children to achieve.
d) To be consistent and fair in our dealings with children.
e) To work in partnership with children, parents, colleagues and other specialist agencies to ensure high standards of support for, and adherence to, patterns of good behaviour.
f) To support children in learning to be good learners who have pride in their work and show perseverance, respect, independence, determination in striving for excellence.
g) To build a school community based around kindness, care, happiness, friendship, patience, good manners and excitement.

2. OBJECTIVES

Our objectives are to enhance the behaviour of the children at the school:-

a) In their attitudes towards other children and adults, to property and to their environment.
b) Improving relationships at all levels.
c) In class activities and independent learning.
d) In movement around school.
e) In the playground and dining hall.
f) In the public arena - at concerts, on educational visits, during fieldwork etc.

APPROACHES

We try to achieve this by:-

a) Promoting self esteem and having high expectations.
b) Encouraging caring, responsible, conscientious, honest and self disciplined attitudes.
c) Enabling children to work independently and in co-operation with others in groups.
d) Allowing children to make decisions and to make, and learn from, mistakes.
e) Setting standards by our own conduct as role models around school.
f) Regular communication with parents.

4. STRATEGIES

Strategies we use include:-

a. Being pro-active and looking to de-fuse problems before they start.
b. Setting clear boundaries and being consistent.
c. Using classroom organization, resources and routine to facilitate independent and co-operative learning.
d. Meeting the children in the classroom or playground at the start of each session.
e. Having a set routine for how children enter the classroom.
f. Having a set pattern for dismissing the class at the end of sessions.
g. Planning for class sessions and discussions on behaviour and other PSHE topics.
h. Children from Y2 to Y6 are explicitly taught that bullying means STOP (Several Times On Purpose) and are taught what to do if they experience instances of negative behaviour.

i. Encouraging the children to see class codes of conduct as a joint responsibility.
j. Praising and rewarding good behaviour.
k. Rewarding achievement, effort and good behaviour with smiley faces, stickers, raffle tickets, team points, Star of the Week awards.
l. Identifying and criticising "bad behaviour and not bad children".
m. Keeping parents informed of both good and poor behaviour.
n. Close liaison and good communication between all staff.

5.
5.1 SANCTIONS (Individual)

Equality, SEND and Reasonable Adjustments

The school recognises its duties under the **Equality Act 2010**. When applying sanctions, staff will consider a pupil's age, SEND, disability, communication needs and individual circumstances. Reasonable adjustments will be made where appropriate, and behaviour support plans, EHCPs and professional advice will be taken into account. While all pupils are expected to meet the school's behaviour expectations, responses will be fair, proportionate and balanced with the support needed to help pupils succeed.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Staff have to step back and remember their position as a role model for calm and positive behaviours.

Learners are held responsible for their behaviour. Staff will normally deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Step 1: The reminder
A reminder of the expectations - **Ready, Respectful, Safe** - delivered privately to the child. The teacher makes them aware of their behaviour.
The child has a choice to do the right thing.

Step 2: The warning
A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue.
The child has a choice to do the right thing.
Children will be reminded of their good previous good conduct to prove that they can make good choices.

Step 3: The last chance
The child is asked to speak to the teacher away from others
Boundaries are reset
Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
Learner is given a final opportunity to re-engage with the learning / follow instructions.

Step 4: Time out
The child has to stay at the end of the session and talk to the teacher about what has happened and the choices they made.
Boundaries are reinforced and expectations are made clear.
They will talk about behaviours to be shown next time.

At break and lunchtimes, time-out may happen during the break. Children should be placed in close proximity to an adult on duty who will talk to them about why they cannot join in with the play activities, the choices they made and the expectations. They will talk about the behaviours to be shown next time.

If any apologies are needed to others, this is the time to supervise these.

Children who make behaviour choices which lead to time-out on a repeated basis may have their behaviour monitored by teachers to show progress towards agreed targets.
This is done discreetly and does not advertise poor behaviour to other children.

Step 5: Partnership
The partnership stage will be implemented where there is a cause for concern e.g. repeated behaviour problems at Step 4 or progress issues.
After discussion with the Headteacher or Deputy Headteacher, the class teacher will:

- Contact and meet with parents
- Develop an appropriate action plan - targets, support, rewards and sanctions
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- Monitor, review and mentor using the action plan

5.2 <u>General Class Rewards and Sanctions</u>

Sanctions are focused on reflection, responsibility, and restoring learning, rather than punishment alone. This helps maintain positive relationships while reinforcing high expectations.

Inclusivity and Fairness
The school recognises that pupils should not routinely be disadvantaged by the behaviour choices of others. Whole-class sanctions that remove playtime, golden time, rewards or other privileges from all pupils will only be used in exceptional circumstances where responsibility is genuinely shared by the majority of the class. Staff will always consider individual circumstances, including SEND, additional needs, age and understanding, when determining an appropriate response.

<u>Individual Rewards</u>

- Verbal praise ("Thank you for _____.")
- Team point / raffle tickets
- Stickers or stamps
- Star of the Week
- Share success with another staff member

<u>Whole-Class Rewards</u>

- Pom pom jar / star jar / petals on a flower
- Extra playtime (5–10 minutes)

<u>Whole -Class Sanctions</u>

1. Reset:
    - Return to the classroom and try entering quietly again.
    - Re-line up and practise moving sensibly.
    - Repeat a transition until it is completed correctly.
    - Pause for a brief reset

2. Consequence:
    - Lose time from afternoon playtime / golden time
    - Removal from the class reward jar/chart.
    - Delay an activity until expectations are met.

3. Restorative Consequences:
    - Spend a few minutes helping to tidy an area that was left untidy.

- Discuss how the class can improve next time.
- Set a collective target for the next lesson/day/activity before privileges are restored.

1. **Warning** – reminder of expectations.
2. **Caution** – explain what with consequence will be if behaviour persist
3. **Consequence** – minutes from playtime or golden time etc.
4. **Restoration** – opportunity to earn it back through improved behaviour.

   Whole-class sanctions work best when the behaviour genuinely involves most of the class. If only a few pupils are responsible, targeted consequences are fairer and more effective.

6. EXCLUSIONS and Suspensions

There is a clear need for a consistent approach to dealing with poor behaviour.
Whilst flexibility should always be possible, to allow for particular individual circumstances, the normal pattern of events should follow the sequence outlined above.
Exclusion and suspension will only be used in extremely serious situations, when all other sanctions and approaches have been exhausted or when disruption or violence to others creates a 'risk' to the smooth running of the school.
Exclusions and suspensions is the sole responsibility of the Headteacher, (or the Deputy Headteacher in the absence of the Head) and the DCC guidelines are to be followed.

7. FINALLY, BUT MOST IMPORTANTLY:

Teachers are in the position of parents/guardians while they are at school.

This means that:

a) There is no excuse for rudeness, disrespect or verbal abuse towards other children, teachers, supervisors or other adults.

b) Pupils are expected to follow reasonable instructions from staff promptly and respectfully. Where a pupil is unable to do so, they should communicate this appropriately to the member of staff.

APPENDIX 1.

Key messages for all adults implementing this policy:

Acceptable standards of behaviour, work and respect depend on the examples all of us set.

- We all have positive contributions to make.
- Good behaviour often has to be worked for, it does not always simply happen.
- We must all set consistently high standards.
- Apply all rules consistently, fairly and firmly.

Most important of all, expect to give and receive respect – to and from children, parents and colleagues

Everyone at school is here for a purpose.

- Respect every person
- Treat everyone as an individual.

Relationships - are vital; relationships between everyone and at every level. Take the initiative.

- Greet and be greeted
- Speak and be spoken to
- Smile and relate positively
- Communicate and try to understand what makes other people tick
- Don't assume that everyone will know about or understand your problems

So - don't over-react - address the problem.

- Avoid confrontation – don't become part of the problem
- Listen
- Establish the facts – don't make assumptions
- Judge only when certain
- Use sanctions sparingly and fairly – so they 'fit the crime' and are fair, reasonable, understood by the child and likely to be successful

AROUND SCHOOL

All informal contact contributes to standards of behaviour.
Approach behaviour positively by taking the initiative at every opportunity.
Expect to:

- Greet any and all pupils who you meet around school.
- Start the dialogue – smile, chat and understand their current interests and motivation - connect with their values
- Deal with all misbehaviour - to ignore it is to condone it. Don't ignore children just because they are not in your class.
- Set high standards of personal behaviour.

IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment.
Well prepared, stimulating lessons generate good behaviour and earn respect.
Expect to:

- Arrive before the class and begin on time.
- Be prepared for the lesson with proper planning, organised resources and timely communication with other colleagues
- Challenge, extend and motivate all pupils.

- Respond to work promptly and constructively.
- Encourage creative dialogue
- Keep an attractive tidy room with easily accessible resources which encourages independence.

REMEMBER

For some children, you are the best role model they have for behaving appropriately and becoming a good learner and good member of their community.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. This is one of the reasons they need to come to school.

Our success is measured not by the absence of problems, but by the way in which we deal with them.

APPENDIX 2

Banned items

Items which are banned from Little Eaton Primary School:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm

In addition, the following are also banned at this school

- children's mobile phones
- electrical devices which have not been agreed with a class teacher