



## **Eaton Primary School Behaviour Policy**

Eaton Primary School is committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. All members of our school community are expected to be Ready, Respectful and Safe.

### **At Eaton Primary School we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches.

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they are responsible for their own actions
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Promote appropriate, positive behaviour
- Enable everyone to thrive in a happy and safe environment.

### **All staff must:**

- Take time to welcome children at the start of the day
- Be positive role models
- Celebrate and praise positive behaviour
- Be consistent and fair, treating all pupils with respect and understanding
- Pick up on children who are failing to meet expectations
- Redirect children by referring to 'Ready, Respectful, Safe'
- Deal sensitively with pupils in distress, using the connection before correction approach, helping children to regulate themselves before discussing their behaviour
- Avoid shouting at pupils except when this is necessary to avert a potentially dangerous situation
- Remain calm and regulated
- Not describe the behaviour to another adult in front of the child
- Praise in public, remind in private (wherever possible)
- Be alert to signs of bullying or racial harassment and report any concerns to SLT
- Use CPOMs to log any serious incidents, including racial harassment and bullying (see separate policies)
- Be aware of the government regulations regarding the use of force – refer to The DFE's publication 'Use of reasonable force: Advice for headteachers, staff and governing bodies' July 2013.

### **The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Support staff in managing children with more complex or challenging behaviours.

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion.

### **We expect parents and carers to:**

- Work respectfully alongside staff when discussing the behaviour of their child(ren)
- Keep the school informed of behaviour difficulties they may be experiencing at home
- Inform the school of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family/parental separation/family illness etc
- Inform the school about their child's health and any absences connected with it
- Read, agree and sign the Home/School Agreement and return a copy to school
- Support the implementation of any necessary agreed behaviour programme.

We use positive behaviour strategies and recognise good behaviour at every opportunity.

Our Rules	Visible Consistencies	Recognition
<ul style="list-style-type: none"> <li>• Be Ready</li> <li>• Be Respectful</li> <li>• Be Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Daily meet and greet</li> <li>• Persistently catching children doing the right thing</li> <li>• Picking up on children who are failing to meet expectations</li> <li>• Accompanying children to the playground at the end of every day</li> <li>• Praising in public, Reminding in private</li> <li>• Consistent language</li> </ul>	<ul style="list-style-type: none"> <li>• An encouraging smile</li> <li>• Verbal praise</li> <li>• Written praise on child's work</li> <li>• Recognition board</li> <li>• House points</li> <li>• Stickers</li> <li>• Certificates</li> <li>• Communication with parents/ carers – in person/ phone call/ text</li> <li>• Class Rewards</li> <li>• A visit to the headteacher, member of SLT or another member of staff for commendation</li> <li>• Celebrated on school social media</li> </ul>

The following steps are to be followed when dealing with poor behaviour:

Steps	Actions
1) Redirection	Gentle encouragement in the right direction
2) Reminder	<p>A reminder of the expectations <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage.</p> <p><i>Example:</i>  <i>I notice you are .... You are breaking the school rule of (being ready, respectful, safe). Please... Thank you.</i></p>
3) Caution	<ul style="list-style-type: none"> <li>• A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</li> <li>• Gentle approach, personal, non-threatening, side on, eye level or lower</li> <li>• The poor behaviour is identified and linked to the three rules</li> <li>• Boundaries are reset</li> <li>• The child is asked to reflect on their next step</li> <li>• They are reminded of their previous good conduct/attitude/learning</li> </ul> <p><i>Example:</i>  <i>I noticed you're still...</i>  <i>You are breaking the rule of...</i>  <i>Do you remember when you .... That is what I need to see today.</i>  <i>Think carefully about your next step/ what you will do now.</i>  <i>I will talk to you for two minutes at breaktime/ after the lesson.</i></p> <p>Two minutes is owed when the child reaches this step. It cannot be removed, reduced or substituted.</p>

(4) Time Out	Time out is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This might be a short time outside of the room, at the side of the playground or at another table. Children may be asked to take their work to another table or classroom if behaviour is disruptive to others.
(5) Follow up – repair and restore	<p>A restorative meeting should take place before the next lesson, during break time. Staff will take responsibility for leading Reparation meetings. If the reconciliation is unsuccessful, the teacher should call on support from SLT who will support the reparation process.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking or feeling at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right? (Repeat the work, write an apology letter)</li> <li>• How can we do things differently in future?</li> </ul>

**Sanctions should:**

- Be in proportion to the action
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff
- Be applied to make it clear that unacceptable behaviour affects others and is taken seriously

**Sanctions may include:**

- Repeating work, where the presentation or content of work is clearly below the child’s ability
- Time working at another table/ class
- Time out during breaktime
- Withdrawal of privileges eg. special responsibilities, breaktime
- Communication with parents
- A reflection sheet completed at breaktime and reviewed with the teacher/ headteacher during the reparation meeting

Serious/ extreme/ ongoing poor behaviours will involve the child meeting with the Headteacher or member of SLT to discuss. Parents/ carers will be informed of these meetings.

Behaviour plans may be put in place for repeated poor behaviour. These will be discussed with parents/ carers.

Fixed term, indefinite or permanent exclusions may apply when the child is not responding to strategies; the safety of others is at risk; the impact on staff, children and learning is too high (see Exclusions Policy).