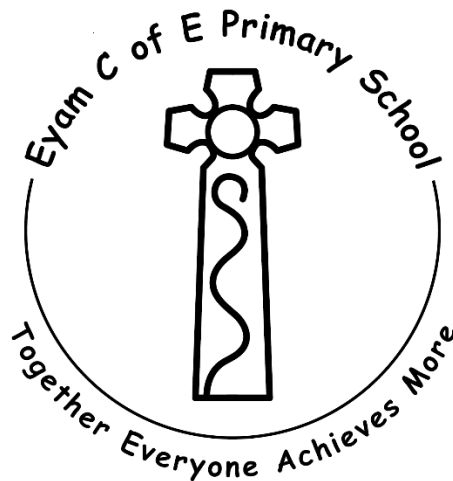


# Eyam C of E Primary School

## Positive Behaviour Policy



*'Let your light shine'*

Issued: September 2024

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Review Date: September 2025

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because *Together Everyone Achieves More.*

Signed by \_\_\_\_\_ on behalf of the Governing Body      Date \_\_\_\_\_



# **Eyam C of E Primary School**

## **Promoting Positive Behaviour Policy**

### **Eyam School Vision**

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

*Motto - we learn as a TEAM because Together Everyone Achieves More*

Our core values are: Respect, Resilience and Responsibility.

### **Aims**

To develop a whole school behaviour policy supported and followed by the whole school community – parents, teachers, children, non-teaching staff and governors – based on a sense of community and shared values.

To use positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.

To teach, through the school curriculum, values and attitudes, as well as knowledge and skills, which promote responsible behaviour and encourage in our children self-discipline and a respect for themselves, for other people, for property and for the environment.

In line with our school values of Respect, Resilience and Responsibility, to encourage the children and parents to appreciate how these relate to everyday behaviour and how we respond to challenges.

To encourage good behaviour, by providing a range of rewards and incentives for children of all ages and abilities.

To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.

To treat problems when they occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour and in a way that enables/facilitates children to learn from a situation so that they might behave or respond more appropriately another time.

To model as a staff understanding of differences and promote a tolerance of each other.

### **Code of Conduct**

All members of the school community are asked to respect each other and keep one another safe.

All members of the school community are expected to respect each other.

All members of the school community are expected to respect their own and other people's property and to take care of books and equipment.

All children are expected to be well-mannered, polite, respectful and attentive.

All members of the school community are expected to walk when moving around school.

If a child has a grievance with another child, it must be reported to a member of staff who will deal with the matter, listening sensitively to each side of the story.

Physical violence is not accepted and will not be tolerated, neither will retaliation. Repeated or serious incidents will lead to exclusion.

Any incidence of discriminatory language, comments or behaviour in relation to protected characteristics including race, gender, disability, sexual orientation, age, religion or belief will not be tolerated.

Children are expected to be punctual.

Children must not bring sharp or dangerous instruments into school or any item that may cause a problem.

Mobile phones are not to be brought into school by pupils and if this happens by mistake they will be kept in the school office.

Children should wear the correct school uniform. Jewellery (unless specifically of a religious nature), earrings or trainers should not be worn. Hair attire should be simple and preferably in school colours. There should be no extremes of style or colour.

School will do our best to:

- Treat your child fairly, care for them well and ensure their happiness and safety.
- Ensure that they are well-taught, well-supported and that they are encouraged to achieve their full potential in all aspects of school life.
- Help them to develop a sense of responsibility and to be considerate to others.
- Provide an appropriate curriculum to meet your child's needs.
- Keep you informed about school matters – pupil progress/success/concerns.
- Offer you the opportunity to become an active partner in your child's learning and in school life
- Use a range of assessment techniques, regular feedback, individual targets to complement carefully themed planning to ensure your child is engaged and challenged.

Eyam School is a vibrant hive of learning and demonstrates the results of a shared, living motto and our regular discussion of the Christian virtues which we celebrate at Worship time and throughout the learning day. Together these make up the character of our school because, as the children will tell you, 'Together Everyone Achieves More' – TEAM is our school motto. At

Eyam we celebrate learning through Hope, Dignity, Wisdom and Respect by focussing on a worship theme each half term and linking this very clearly to our learning behaviours, relationships and mindset. We actively promote the use of a “Growth Mindset” and have looked for this in the lives of famous British scientists and influential women as well as Commonwealth athletes. We also learn how to show respect to others through the presentation of our work, to writing “thank yous” for visitors and workshop leaders. Children learn that they can respect themselves as much as those around them – this can be a challenge for some children and it takes time for them to flourish in this way. We engage the whole class community to encourage others and develop an enabling environment.

### **Equality Act 2010**

The Act, which applies to all organisations that provide a service to the public or a section of the public, protects people from discrimination on the basis of ‘protected characteristics’. The relevant characteristics for services including schools are:

- ❖ Disability (this applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)
- ❖ Gender reassignment
- ❖ Pregnancy and maternity
- ❖ Race – this includes ethnic or national origins, colour and nationality
- ❖ Religion or belief
- ❖ Sex
- ❖ Sexual orientation

If a school is aware that a pupil or member of staff is being bullied due to having, or being perceived to have, one of these characteristics and fails to take reasonable steps to address the issue, it may be in breach of the Act. In order to ensure all pupils and staff are aware of these we include learning about them as part of our PSHE lessons, worship and whole school discussions – for example through celebrating Black History or Significant Women in History, celebrating the para-Olympics or learning about different types of families through Relationships and Sex education sessions. It is hoped that this positive approach leads to learning about each other and seeking similarities rather than focussing on differences.

Staff are encouraged to continually develop their practice and to support each other to be open to supportive feedback as a team and individually, this approach is also to be used with pupils in order to invite others ‘into’ the discussion. Our approach is based around ‘Open The Front Door’ what have we *observed*, what this made us *think*, how this might have made others *feel* and what we hope could happen next – our *desire* for the future.

### **Incentive Schemes**

A major aim of the school policy is to encourage children to demonstrate positive behaviour by operating a system of praise and reward.

At Eyam School the Virtual Economy system can be awarded for academic and non-academic achievements; for effort and for being caring; for all aspects of good work and behaviour.

We have 2 interlinked systems which we use to encourage positive behaviour throughout school.

## **Virtual Economy System**

Each child in school is awarded £2 per day for attending school on time, with a positive attitude, ready to learn and appropriately dressed. The aim is to collect £10 over the week in order to attend golden time on a Friday afternoon. Children have opportunities to earn extra £s over the week for showing a particular positive attitude towards school (e.g. improvements in their work, particular acts of kindness, exceptional effort, a Growth Mindset etc.). The top earner in each class per week is also awarded a small prize.

Other rewards which are used throughout the school to promote positive behaviour include stickers, written and verbal praise, certificates and an opportunity to have their work/behaviour recognised in the “Book of Achievement” for the school community to share. Children who display continually outstanding behaviour in line with the school and classroom rules and model a growth mind-set, working to support their peers and promote a positive attitude to learning are awarded Super Star status, meaning they have been recognised for their particularly positive attitude towards their education (see Criteria for KS1 Merit Award. Bronze, Silver and Gold Star Awards).

## **Traffic Light System**

The aim is to keep this card green by following the classroom/school rules.

Children who make the choice not to follow the class/school rules will have a verbal warning first, if there is no improvement in their behaviour then their card will be changed to a yellow resulting in loss of £1 from their virtual bank. Children who still display this behaviour after both warnings will have their card turned red and will lose £3 from their virtual bank and 5 minutes from playtime. Children still persisting with the wrong type of behaviour will be removed from class and sent to the headteacher. At each stage of this process children are encouraged to make the correct choices and follow the school/class rules; if they prove they have taken the warning and made a concerted effort to improve their behaviour they can work their way back down the cards to green.

In very serious circumstances an incident may warrant the exclusion of a child, in which case the Exclusion Policy will be followed.

Most children respond to this positive approach where their efforts are seen to be valued and they make considerable attempts to improve their work and where necessary their behaviour.

## **Intervention**

If a child attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary to prevent harm or damage to themselves or others – refer to Restraint Policy.

The child should be removed from the situation as soon as possible and taken to the Headteacher who will take immediate action to involve the parents.

An incident form should be filled in and the situation should be discussed with the teacher and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies- social services, educational psychologist, Action for Children.

## **Behaviour Modification**

As part of our positive behaviour policy, we use rewards and sanctions. Where children exhibit behaviour which is unacceptable we use behaviour modification strategies. These strategies will be used by all staff.

Each child is different and it is therefore important that the cause of the behaviour is investigated and plans made to meet individual needs.

A range of rewards will be used to reinforce positive behaviour. These can include:

- Verbal Praise – specific to the behaviour being praised, not just “well done”!
- The giving of a sticker on work or on their charts.
- The celebration of success in assembly.
- A note giving praise from the class teacher sent home to parents.
- Entry into a weekly prize draw.
- The sharing of good behaviour with other children.
- The invitation of parents at an early stage to work on an action plan together.

By using this positive system of rewards and by reinforcing good behaviour, we can help children feel good about themselves.

This policy is to be read in conjunction with the:

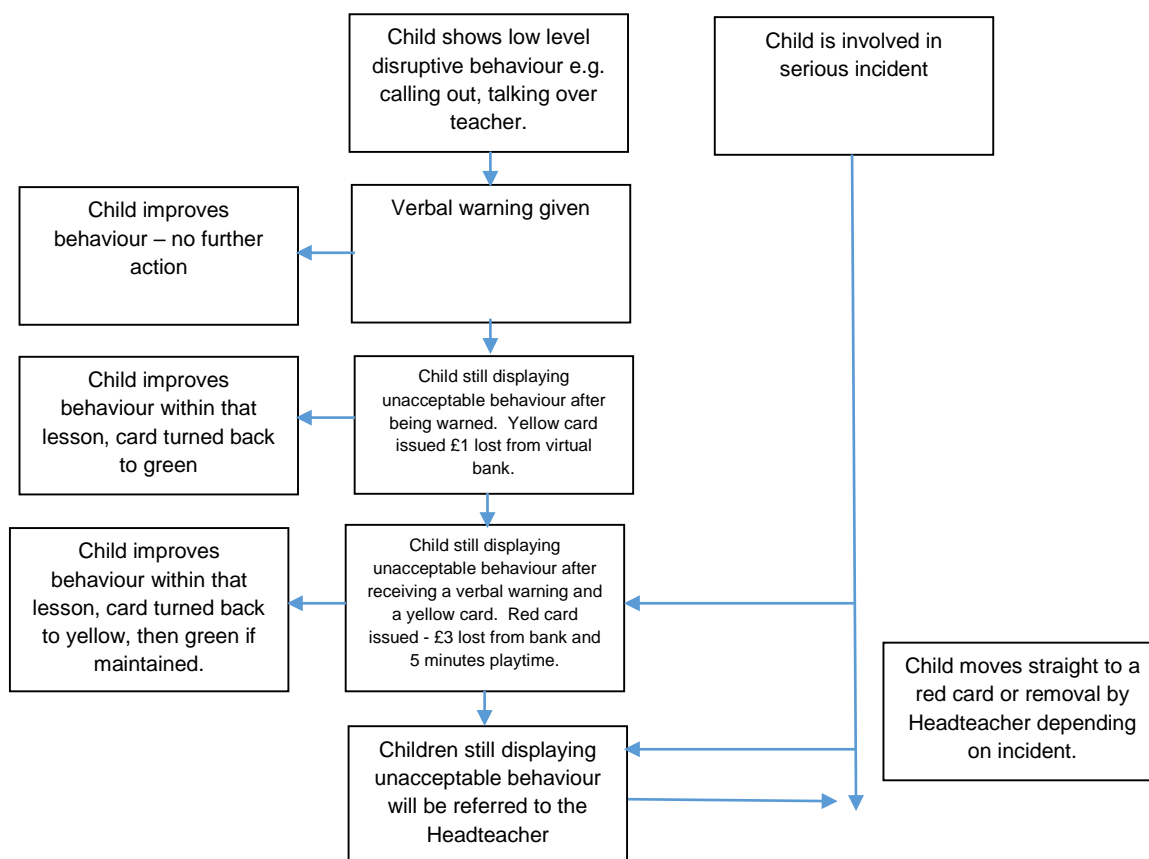
Safeguarding Policy  
Anti-Bullying Policy  
Complaints Procedure Policy  
ICT Policy  
SEN Code of Practice

Allegations Against Professionals  
Exclusions Policy  
Behaviour and Discipline in Schools  
Guidance DFE 2011  
Restraint Policy

## **Sanctions**

Sadly, there will be times when children display poor behaviour and ignore opportunities to work on improvements or accepting help. Children need to discover where the boundaries of acceptable behaviour lie, as this is an important part of growing up and becoming independent. A behaviour policy must state these boundaries clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner. There will be some flexibility regarding the age of the child as far as sanctions are concerned. Each case will be treated individually; staff take into consideration the individual needs of each child and reasonable adjustments will be made in, for example, the case of a child with SEND. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions as follows:



Parents will be involved at the earliest possible stage if problems are persistent or recurring. Children may then be placed on a daily report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. Such incidents may lead to exclusion, however this will be dealt with by and at the Headteacher's discretion.

This type of behaviour is rare and is the Headteacher's responsibility to deal with it appropriately, particularly if the behaviour recurs.

The standard procedure for this sort of problem follows a set pattern and would usually involve talking to parents and reviewing future behaviour with them. Failure to improve leads automatically to the next stage.

## Behaviour Outside School

As stated in the guidance from DFE entitled Behaviour and Discipline in schools:

*Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a*



*specific statutory power to regulate pupil's behaviour in these circumstances to such an extent as is reasonable.*

At Eyam School we do not condone any bad behaviour and bullying from our children which occurs to anyone off the school premises. Any misbehaviour during school-led or school related activities, or whilst the child is identifiable as a pupil from our school, may be dealt with using the same procedures and actions as if such behaviour occurred in school. The teacher or Headteacher may discipline a pupil for misbehaviour off school premises which poses a threat to another person or may have repercussions for the orderly running of the school, if they become aware of such behaviour either by witnessing it directly or it being reported to them. Staff leaders within the Cluster of Primary schools work together to communicate regarding such issues should they occur at Cluster events.

### **Procedures for Dealing with Major Breaches of Discipline**

1. Phone all the parents.
2. A verbal warning from the Headteacher.
3. A letter to parents informing them of the problem.
4. A meeting with parents and a warning given about the next stage unless there is an improvement in the child's behaviour.
5. If the problem is severe or recurring then exclusion procedures are implemented after consultation with the governing body.
6. A case conference involving parents and support agencies.
7. Permanent exclusion after consultation with the governing body and the LA.
8. Parents have the right to appeal to the Governing Body against any decision to exclude.

N.B a very serious problem may result in the normal procedure being abandoned and the child being taken home straight away.

In the event of a child making a serious allegation of abuse against a member of staff we will follow the actions set out in the 'Allegations of Abuse Against A Professional Policy'.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by the Midday Supervisors who are expected to maintain order and follow the traffic light system.

Persistent or serious misbehaviour at lunchtime is brought to the attention of Class Teacher and if necessary the Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed period.

### **Parents**

Parents can help –

By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.

By discussing school rules with their child, emphasising their support for them and assisting when possible with their enforcement.

By attending Parents' evenings and parents' functions and by developing informal contacts with school.

By remembering that staff deal with behaviour problems consistently, patiently and positively.

### **Care and Control of Children**

At all times, staff should encourage good behaviour through praise and reward. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

Redirection to another activity.

Talking to the child – discussing the problem.

Discussion with groups or whole class.

Moving the child from the group to work alone.

Repeated work.

The foregoing of playtime (supervised).

Behaviour and modification programme.

Parental involvement.

Daily report.

Referral to Headteacher.

Serious incidents will be recorded in the incident book.

At Eyam School we recognise our legal duties under the Equality Act 2010 in respect of children with Special Education Needs and will follow the guidance as set out in the 'Special Educational Needs and Disability Code of Practice 2015'....

*Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:*

- *Flexible teaching arrangements*
- *Help with development of social competence and emotional maturity*

- *Help in adjusting to school expectations and routines*
- *Help in acquiring the skills of positive interaction with peers and adults*
- *Specialised behaviour and cognitive approaches*
- *Re-Channelling or refocusing to diminish repetitive and self-injurious behaviours*
- *Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour*
- *Provision of a safe and supportive environment*

### **Record keeping**

Incident Log Book: Any incidents involving a child, or anyone employed in the school which results in personal injury or damage to property are logged in the book.

Accident log: an online form which goes to the H&S department

Online Safeguarding concern log, CPOMS: staff will record and tag the Headteacher and/ or DSL using the online platform.

Emotional needs concern: staff record concerns which are neither an incident nor a SG observation but when children are showing signs of stress or emotional overload and staff feel they need to be monitored more closely.