



Easington C of E Primary School

Behaviour Policy

September 2023

To be reviewed September 2024

May we give them the roots to grow and the wings to fly

Mission Statement

We strive to strengthen our relationships with others as part of God's family. We are a place of distinctive excellence where all are valued as individuals. We achieve this by involving our children in a lively and relevant curriculum.

Our aims are:

- To provide an awareness and experience in the Christian faith, cultivating spirituality, mutual respect and responsibility.
- To encourage our children to explore and experience the Christian faith, develop a true sense of awe and wonder and celebrate the significant Christian festivals.
- To promote the highest academic standards in all aspects of the curriculum by ensuring that all of our children learn and make progress.
- To ensure that everyone within our school feels safe and valued and is encouraged to develop lively enquiring minds, to question and reason.
- To encourage independence and skills for life-long learning.
- To teach respect for others and their beliefs through RE, Collective Worship and the hidden curriculum.
- To nurture links between our school, the home, the parish and society.

Introduction:

This document is a statement of the aims, principles and strategies for promoting positive behaviour at Easington Church of England Primary School. We promote very high standards in everything that we do and this includes behaviour. We believe, as a Church of England School, that we all make mistakes and that we try not make the same mistakes twice. We believe in forgiveness, moving forward and that every day provides us with a "fresh start". Our policy is based on our five Christian values: trust, thankfulness, hope, friendship, forgiveness

Rationale:

This document provides a framework for the creation of a happy, secure and calm environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. It aims:

- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and support staff
- To ensure a safe, caring and happy school
- To promote good citizenship and self discipline
- To ensure appropriate behaviour throughout the school
- To encourage and praise effort in both work and behaviour
- To provide a range of rewards to encourage good behaviour and to try and reverse inappropriate choices of behaviour
- To ensure that parents/carers are informed and are aware of the graduated consequence system

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community. We believe that behaviour is a choice and encourage children to make appropriate behaviour choices.

Our school rules:

- We do our best and always listen.
- We are polite, sensible and honest.

- We are respectful and caring to others and their property.
- We are patient, we enjoy ourselves and we co-operate with others.

SANCTIONS

Children who choose not to follow school rules may be subject to a range of appropriate sanctions. We encourage children to reflect upon their behaviour and to consider how they can avoid making inappropriate choices in the future. For this reason, sanctions are:

Within the Classrooms:

Effective learning can only take place when there is an atmosphere of mutual respect and co-operation, whether it is between children and adults or among their peers. We expect children to:

- Behave appropriately, be aware of boundaries and follow school rules
- Concentrate and listen in lessons
- Respect each other and appreciate our school
- Be honest and understanding
- Trust others
- Be independent
- Work hard

These expectations are discussed regularly within classes.

Around the school:

(a) *in the corridor*

In order to maintain the safety of all, everyone must walk along corridors. Children walk sensibly and quietly in their class lines to and from Collective Worship. There should always be an orderly and calm atmosphere in the school building.

When passing through a door, we expect children to be respectful of others following. Children should show courtesy to adults by allowing them to pass first and holding doors open. Naturally we expect that adults to show their appreciation and are thankful.

Space in the corridor/locker areas is limited, therefore children are expected to wait patiently for a space and maintain an awareness of others. Staff on duty are responsible for monitoring behaviour in corridors first thing in the mornings and at the end of break times. Mid-day supervisors have responsibility during lunchtimes. Class teachers are responsible for supervising their children in corridors at the end of the school day, ensuring that corridors and lockers are left tidy.

(b) *in the dining hall*

Children speak politely to the kitchen staff and mid-day supervisors. Children are responsible for the orderly stacking of plates and cutlery. Accidental spillages are cleaned up by the mid-day supervisors although children should pick up packaging and food they have dropped on the floor. It is recognised that lunchtime is a social activity and children should be allowed to talk to their friends however, an acceptable level of noise must be maintained. Therefore, if a hand is raised, children must be silent and ready to listen.

Rewarding good behaviour:

The school aims to praise children whenever they have acted kindly and thoughtfully. We believe that children who grow up with praise are more likely to adopt positive attitudes. Children should be taught that good behaviour is beneficial to both themselves and the community. As a Church of England School, we actively promote a caring and thoughtful attitude towards others. The school rewards behaviour in the following ways:

- “Star Pupil” from each year group – nominated by class teachers and celebrated in Friday Collective Worship..
- “Pupil’s Pupil” from each year group – nominated by Head Boy and Head Girl
- Head Teacher’s Special Book
- Class rewards – whole class and individual appropriate to age of children.
- House Team point and rewards
- Individual praise

Consequences

“No school however positive or imaginative can eliminate disciplinary difficulties entirely” (DfES: “Good Behaviour and Discipline”) Consequences are applied when necessary to ensure that no child disrupts the learning of others and to protect the safety and well-being of other pupils.

EYFS follow 1, 2, 3 Magic approach to behaviour management

- 1) A verbal warning
- 2) A second verbal warning/reminder to change behaviour
- 3) Child is given a rest time for 5 minutes to allow them to think about their behaviour choices. At this point, a behaviour slip is completed to inform parents
- 4) Child is sent to Mr Appleby for a chat about their behaviour choices.

Key Stage 1 and Key Stage 2

- 1) A verbal warning
- 2) Short rest time is given to allow the child to think about their behaviour choices.
- 3) Child is sent to Mr Appleby for a chat about their behaviour choices.
- 4) Parents are informed
- 5) In rare cases, a Personalised Behaviour Plan is produced which will include individual behaviour targets.

In relation to the above, relevant steps can be missed. This decision is at the Class Teacher’s discretion and will depend upon the seriousness of the behaviour being presented.

In line with one of our School Values of FORGIVENESS – each day is a new day and the consequences will begin again from number 1.

Tracking Sheets are kept as a record of behaviour for teachers. These will be used to inform discussions with parents and to support referrals. All tracking sheets will be collected and monitored on a half termly basis by SLT to identify any patterns in behaviour and action will be taken accordingly.

Behaviour at playtimes and lunchtime

Behaviour at break times will be monitored by staff on duty who will deal with minor indiscretions. Matters that are more serious will be reported to HT/DHT who will take appropriate action.

Behaviour outside of school

We expect our pupils to display exemplary behaviour whilst out representing our school. We also expect that whilst pupils are arriving and leaving school they behave well. HT/DHT will report any incidents of unacceptable/inappropriate behaviour to parents/carers.

Unacceptable behaviour

We aim to provide a school where every pupil feels safe, happy and valued as a member of our community. Thus the following behaviour will incur consequences:

- Verbal, physical and emotional bullying
- Racial or sexual harassment
- Any form of physical assault
- Damage to, or theft of, personal or school property
- Persistent refusal to co-operate.

If a child’s behaviour is deemed so inappropriate (e.g. physical violence, verbal abuse, incidents of bullying) parents will be contacted at the earliest opportunity.

There may be occasions when a child should be removed from the classroom immediately. This would occur when the teacher judges that the behaviour of the child is so unacceptable that he/she is unable to continue the lesson without disruption. In this event, the child should be sent (accompanied by an adult) to the DHT/HT and will be spoken to at the earliest opportunity about their behaviour.

Exclusion:

Before considering fixed term exclusion, we will use the support of the Guidance and Learning Centre (GLC) at Easington Colliery Primary school. Parents will be informed if their child will spend time at the GLC.

Fixed Term Exclusion

Parents will be notified of the reason for the exclusion. Before the child is readmitted to school (following a fixed term exclusion), a meeting between parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent. Following an exclusion a re-integration plan will be agreed between parents and the HT/DHT. We have an SLA with Durham LA Behaviour Intervention team and will use this service when it is deemed necessary.

Procedures for providing children with opportunities to discuss appropriate behaviour:

- Discussion with a member of staff
- Personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility.
- A clear focus for work on relationships and feelings as part of the PSHCE work throughout school
- A programme of religious education which includes ethical issues
- Circle time – an opportunity for open discussion held in class groups at regular intervals
- The agreement of a set of rules by each class at the beginning of the academic year.

Liaison with Parents:

Parents will be kept informed about their child's behaviour. It is an expectation that parents will respect the decisions made regarding behaviour for their child and fully support initiatives introduced at school.

Newsletters are also used to communicate the school's behaviour expectations.

Outside Agencies:

Any concerns about any pupil should be discussed with a member of staff. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, the Headteacher and parents. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required.

Monitoring, review and effectiveness of this Policy

The Headteacher has responsibility for the day-to-day management of this policy and the senior leadership team will continually monitor behaviour throughout the school. The Headteacher reports to the Governing Body and the Governing Body will review and evaluate the effectiveness of the policy on an annual basis.

Head Teacher:

Date:

Chair of Governors:

Date:

Date for the review of the Policy: SEP 2024