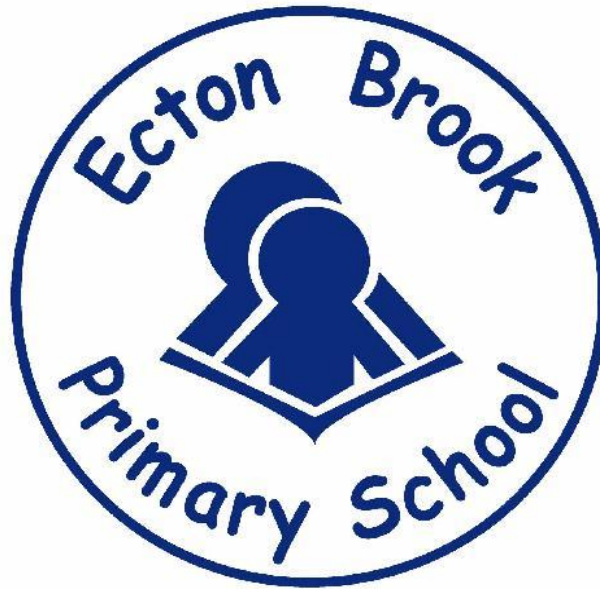


# **ECTON BROOK PRIMARY SCHOOL**

## **POLICY FOR BEHAVIOUR**

September 2023



**This policy is reviewed annually and was last reviewed September 2023**

**Next review date: September 2024**

**Signature**

A handwritten signature in dark ink, appearing to read "Neil Woods", is written on a light-colored rectangular background.

**Debbie**

**(Head Teachers)**

**Archer/Neil Woods**

**Date: September 2023**

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## **Introduction and Aims**

At Ecton Brook Primary School, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure.

We are committed to enabling all our pupils to access their education successfully by regulating the conduct of all pupils.

This aims of this policy are based on the following beliefs:

- Developing the whole child enables them to take responsibility for their own behaviour by promoting positive self-discipline.
- Providing a welcoming and friendly atmosphere in which children feel secure will enable them to develop the skills to make the right choices.
- All staff should hold high expectations for behaviour at all times.
- Encouraging positive behaviour and respect for others aims to prevent all forms of bullying among pupils.
- It is important that children know when they have been successful. Improved self-esteem leads to improved behaviour.
- Good behaviour should be consistently recognised and rewarded.
- Good behaviour for learning allows children to work and participate to their full potential.
- Children should have equal opportunity to access the curriculum.
- Effective links and co-operation between home and school are essential.
- Consistency is vital in achieving success.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We intend to achieve the aims by establishing clear and consistent boundaries within a balanced framework.

## **Staff obligations**

At Ecton Brook Primary School we expect all staff to:

- Provide a safe and stimulating environment.
- Provide a challenging and inclusive curriculum promoting British Values and strong citizenship.
- Promote positive behaviour throughout the school; encouraging respect, cooperation, consideration and good manners.
- Reward good behaviour in order to develop an ethos of kindness and co-operation.
- Value each child as an individual and respect their needs. Staff will be mindful of the child's individual circumstances, their level of development and any other contributing factors.
- Regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.
- Use positive strategies for handling any inappropriate behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example, acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response in the future.
- Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, the child will not be humiliated or isolated.
- Follow the behaviour policy and apply the school rules fairly and consistently.

## **Pupil obligations**

- Arrive in school on time and attend every day.
- Treat all adults and children in the school with respect.
- Be polite at all times.
- Be kind to others and considerate of their feelings.
- Say good morning / afternoon when passing an adult.
- Walk, not run, within the school building.
- Hold doors open for others.
- Move around school quietly.
- Look after the school environment and use equipment appropriately.
- Come in and out of class quietly and in an orderly manner.
- Sit quietly and listen to adults without interrupting.
- Not distract or annoy other children.
- Not cause disruption in the classroom.
- Ask permission from an adult if there is a need to leave the room.
- Follow the two school rules. (*see below*)

### **Staff will support children by:**

- Modelling expected behaviour at all times.
- Being vigilant, rewarding positive behaviour and addressing negative behaviour.
- Reminding children of the school rules and expectations.
- Supervising children at all times.
- Listening carefully.
- Following up incidents carefully and thoroughly, demonstrating consistency and fairness.
- Informing the Head Teacher of any serious incident.
- Sharing relevant information with other staff or parents/carers.

## **The rules and reinforcements**

At Ecton Brook Primary School there are two school Rules:

- 1. In school, always do as an adult tells you.***
- 2. Never let any part of you do anything that you know is wrong.***

Children are involved in reviewing the rules every year, with regular reminders occurring every term. The rules are displayed in child-friendly format in all classrooms and around the school. Positive reinforcements are used to steer children away from poor behaviour and towards good behaviour. These also promote self-confidence, which in turn promotes learning.

These include:

1. Children's achievements and examples of exceptional work or behaviour are shared in school during Celebration Assembly.
2. 'Star Pupil' awards/certificates are given out every week in class.
3. Individual class teachers decide upon class rewards. This encourages individuality and allows the teacher to decide the best personal approach for their class.

4. Receiving good work or good behaviour stickers from the Class Teacher, Teaching Assistant, Deputy Head Teacher or Head Teacher.
5. All children have a sticker chart on which they collect reward stickers. Sticker charts are awarded in Celebration Assembly when completed.
6. Children are awarded House Points to celebrate and reward positive behaviour and effort. Ten House Points are rewarded with a sticker.
7. Having responsibilities in the class or school in general.
8. The provision of opportunities for children to support one another by working together as a group.
9. Wearing the correct school uniform and PE kit.
10. Representing the school in a range of opportunities.

### **Sanctions to address undesirable behaviour**

We believe that a child showing inappropriate behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept a consequence should they continue to misbehave. The consequences given to the child will vary according to age and the type of inappropriate behaviour observed.

At Ecton Brook Primary School, we use a system called 1, 2, 3 Magic to manage low level behaviours.

#### **1, 2, 3 Magic**

Supervising adults are trained to use the 1, 2, 3 Magic process to help children to recognise that their low-level behaviour is inappropriate and to encourage them to make the right choices for their behaviour, without giving attention for their actions. Where a child is using low level inappropriate behaviour, the adult will say their name and say “*that’s a one*” (showing one finger). If the behaviour continues, the same process will be repeated using “*that’s a two*” and on “*that’s a three*” children will be given a timer to take 5 minutes ‘Time Out’ to reflect on their behaviour and make the right choices. ‘Time Out’ will, where possible, be offered at a space within the classroom. This avoids excluding the child from the class and the learning. In some cases, it may be more appropriate for the child to have their ‘Time Out’ in a supervised space outside the classroom. At a later time/after the lesson the adult may discreetly and briefly discuss the incident.

Where 1, 2, 3 Magic has not been effective, or where the behaviours being displayed are more disruptive or higher level, our Yellow, Orange, Red card system is used.

#### **The Card System**

A house point system is used to acknowledge and reward elements of positive behaviour. The **Yellow, Orange and Red** cards are used where unacceptable or inappropriate behaviour is used.

In the majority of instances of unacceptable or inappropriate behaviour, a verbal reprimand followed by use of the 1, 2, 3 Magic process by the supervising adult will be sufficient. The behaviour card system should not be used in place of a teacher or assistant’s professional response, and use of the card system needs to be made with due consideration.

In Reception year the yellow card is introduced in the final term in preparation for Year One. Reception Year children receiving yellow card sanctions will be brought to the attention of the team leader.

## **The Behaviour Card system procedure**

### **Step 1**

1, 2, 3 Magic

### **Step 2**

If the unacceptable or inappropriate behaviour continues, a **Yellow Card** may be issued. The child's name will be written on the class yellow card form with the reason that the card was issued. The child will then be kept behind after the session to discuss the behaviour. The consequence being some missed playtime.

### **Step 3**

If the negative behaviour continues after the Yellow card, an **Orange Card** may be issued. The procedure is the same, and the sanction will be the loss of the next lunchtime session. Two members of staff should always be involved when an orange card is issued. Cards should only be discussed with the child when the child is calm and able to reflect on the consequence. Senior Leaders will be involved if multiple orange cards have been issued and consequences will be adapted appropriately.

### **Step 4**

If, despite previous sanctions being used, the child's behaviour still does not improve, then a **Red Card** will be issued. The red card sanctions are at the discretion of the Head or Deputy Head teacher, and contact will be made with the child's parents to make them aware of the event(s).

## **Serious Incident Management**

Where a serious incident takes place, Steps 1-4 of the Behaviour Card System may be bypassed. In such cases parents will be contacted immediately.

Serious Incidents will include:

- serious physical injury to peers
- physical attacks on staff
- serious intentional verbal abuse to staff

The severity of the serious incident will be assessed at the time, and an appropriate period of exclusion may be necessary. This will be at the discretion of the Head Teacher.

Serious incidents will be recorded on a yellow incident form by a Senior Leader. These incidents will be directly dealt with by one of the Joint Head Teachers or a Deputy Head.

In cases where a child has caused injury to another child or a member of staff, has been verbally aggressive or rude or has made racist, sexist or personal remarks or has been repeatedly disruptive to the education in a class, the School will contact parents/carers and inform them of the incident and consequences.

## **Codes of conduct**

In order to support children with behaviour difficulties we discuss our concerns together as a staff, drawing on the expertise of others and providing a consistent approach. We listen, we teach the children techniques to regulate their own behaviour and we talk to parents and carers for ideas and support. We may start a home/school behaviour book with targets and rewards or we may set up an Individual Behaviour Plan in consultation with parents/carers. In addition, we may ask for

advice/assistance from outside agencies.

- Occasionally, in extreme cases the Head Teacher may feel that it is appropriate to issue the child with a Fixed Term Exclusion from school, for between one and five days. After five days the Governors will be involved in approving the Head Teacher's decision.
- If a child has a number of Fixed Term Exclusions and is at risk of permanent exclusion then the school will work in partnership with external agencies.
- Permanent exclusion only occurs as a very last resort, when all other sanctions have been attempted or when an incident is so serious it is beyond acceptance.
- Records of behaviour incidents are logged on school systems in line with safeguarding and GDPR requirements.

### **Bullying/Child on Child abuse**

**The school does not tolerate bullying or child on child abuse of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying and child on child abuse, we do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy.**

Bullying can be:

**physical:** pushing, kicking, hitting, spitting etc

**verbal:** name calling, sarcasm, spreading rumours, persistent teasing.

**emotional:** not letting a child join in a game, hiding a child's belongings, humiliation.

**racist:** racial name calling, gestures.

**cyber:** this includes bullying through websites, email or mobile phone

### **Child on Child abuse**

The school recognises that:

- Child on Child Abuse can be motivated by perceived differences e.g. on the grounds of race, religion, sexual orientation, disability or other differences.
- It can result in significant, long lasting traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime.
- Child on child abuse is harmful to both the perpetrator and the victim.

**Ecton Brook staff are trained annually on how to recognise the signs of abuse and report concerns to the Designated Safeguarding Leads, Head Teachers and Deputy Head Teachers. Please refer to our Safeguarding Policy.**