

Eastwick Schools Behaviour Policy

Governors' Committee Responsible: T&L

Status: Statutory

Review Period: 1 year

Next review Date: October 2017



Introduction

At the Eastwick schools we believe that it is the right of all people to work in a pleasant, calm environment where *they feel happy, valued and high standards of behaviours are considered the norm.*

Aims and Values

- To promote appropriate behaviour, recognising the rights and responsibilities of the whole school community.
- To prevent behaviour problems or bullying from arising.
- To ensure that when behaviour problems do occur, that systems are in place to reduce their impact on the learning of other pupils and the smooth running of the school.
- To promote confident, reliable, independent, respectful and supportive members of the Eastwick community who are enthusiastic about their learning.
- To help children develop positive self-esteem and maintain high standards of behaviour.
- To enable children to take responsibility for their own actions and develop self-discipline.

Guidance for staff on strategies for promoting positive behaviour

All staff are expected to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children to sort out problems in reasonable ways. Staff should organise classroom life in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of attainment. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them.

- Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, but deal with situations in a calm and constructive manner
- Success is measured not by the absence of problems, but how they are dealt with.
- All teachers will draw up their class rules, rewards and consequences with their class within the first week of the Autumn term. The teacher, teaching assistants and children within the class will sign them and they will be displayed and referred to regularly
- All staff should adopt a policy of rewards and consequences and apply this policy with 100% consistency.
- Acceptable standards of behaviour, work and respect depend on the staff setting a good example.
- Good behaviour is achieved by setting high standards and applying rules firmly but fairly.
- Build and develop relationships and communicate to avoid misunderstandings.

Out and about the school

Ensure good behaviour by taking the initiative at every opportunity. Expect to:

- Deal with all inappropriate behaviour – even of those pupils not in your class. To ignore it is to condone it.
- Be ready to receive or collect your children at the end of break and lunch.
- Support each other on duty outside to maintain the discipline at playtimes.
- Walk your pupils around the school calmly and quietly.
- Greet pupils when you see them. Call them by their names and have a friendly word whenever you can.
- Maintain appropriate standards of speech, manner and dress.
- Be models of appropriate behaviour.
- Show the children that they are respected.
- Address the problem and make sure children know you have addressed it.
- Avoid confrontation.
- Listen.
- Establish the facts.
- Judge only when certain.
- Use sanctions sparingly.
- Talk calmly.
- React to the problem appropriately.

In the classroom

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

- Train children in following routines and keep training them throughout the year.
- Teach children the skills of cooperation.
- Teach children how to resolve conflict peacefully.
- Teach children to recognise how bullying and unkind behaviour affects others.
- Teach children to celebrate difference.
- Use a known signal to gain the children's attention.
- Be on time to collect the class and start lessons on time.
- Be prepared for the lesson with all the resources in place.
- Have a well organised classroom.
- Have high expectations set at the right level for each child.
- Share the learning objective; give clear instructions.
- Keep everyone occupied and interested, provide appropriate work for children at all levels of attainment.
- Use praise for good behaviour.
- Give more attention to children for positive behaviour than negative.
- Involve children in rule and decision making.
- Explain to the children it is not okay to disrupt other people's learning time.
- Mark all work promptly and constructively.
- Maintain interesting displays.
- Take all bullying, racism and unkind behaviour seriously.

At lunchtimes:

To promote positive behaviour:

- Children are supervised when lining up for lunch.
- Children are supervised when they are eating.
- Children are supervised as they play.
- All staff use the agreed positive behaviour promotion strategies and sanctions.

Values of the Schools

Eastwick Schools follow the Values Curriculum, with each value taught through assemblies and PSHCE lessons in addition to incorporating them within every day classroom life. They are modelled by the adults and the children are given time to discuss what they mean and what they look like. Children are rewarded for modelling the values. The values curriculum include the following; Respect, Happiness, Friendship, Thoughtfulness, Responsibility, Understanding, Courage, Honesty and Trust, Patience and Co-operation.

Rewards:

We celebrate children's successes and reward good behaviour. The rewards include;

- Specific praise given by their class teacher, teaching assistants and adults that work in the school.
- Certificates and stickers sent home by class teachers.
- Individual behaviour charts and rewards where appropriate.
- Class rewards/ Golden time. These include; extra playtime, dressing up day, cooking, party, talent show.
- Golden certificate assembly/ celebration assembly.
- Kindness cup.
- Headteacher stickers.
- Newsflash to the parents celebrates achievements.
- In assemblies children can show their achievements gained from activities outside of school.
- House points in the junior school.

Rules

At Eastwick schools we value and respect each other. These rules are essential if Eastwick Schools is to have a safe and happy learning environment.

- We respect each other.
- We listen to others.
- We work to achieve the best we can.
- We aim to be the best we can be.
- We follow instructions.

- We respect each other's property.
- We adhere to the schools values.

Sanctions/ Consequences

Sanctions/consequences are implemented in line with the behaviour ladder which is visible around the school and discussed with children and parents (See Appendix)

Partnership with parents

We value the contribution of parents and encourage their participation in all areas of school life. Whether a child is making great progress or experiencing behavioural difficulties, we will communicate regularly with the parents and will encourage them to contribute to the strategies we put in place to support the child. We will offer practical and emotional support where necessary to ensure parents play a key role in the education of their child.

Advice to parents and carers if the school raises a concern about your child's behaviour

- When there is a problem between your child and other children never discuss the matter with the other child or their parents. Always contact the school and they will deal with it.
- Always attend meetings at school that you are invited to so that you are working closely with the school.
- Be supportive of the school.
- Let the school know if there is anything happening at home that might affect your child's behaviour.

Inclusion

A child with behavioural difficulties will join in all school activities whenever it is:

- Safe – A risk assessment of the activity will be carried out taking into account the venue, the child's behaviours, and the safety of the group and others in the vicinity, the child's health and the staff arrangements.
- Reasonably practical - It may be possible for a child to participate in part of the activities if appropriate transport and staffing are available
- Appropriate to the child's needs
- Compatible with the effective education of other pupils
- An efficient use of the schools resources

Reporting and recording incidents

We keep systematic records of serious incidents. The records will cover;

- Personal data about the pupils involved (name, class group etc.).
- Context data (day, date, time, location).
- Staff involved (directly and as witnesses).
- Other pupils involved.
- Nature of the incident.
- Events leading to the incident.
- Any de-escalation strategies used.
- Follow up actions needed.

Monitoring

- The Headteacher collates evidence through lesson observations, data, assemblies and playtimes. This allows her/him to monitor the effectiveness of the policy. The Headteacher will report to the Governors and if necessary make recommendations to further improve.
- The school keeps a variety of records of incidents through Senior Leader Team meetings; business meeting minutes, midday supervisor meetings, teaching assistant meetings and incident forms. The incident forms are kept in a file in the office.
- The Headteacher keeps a record in the Headteacher's office of any pupils who are excluded on a fixed-term arrangement or permanently.

Staff development

- It is the responsibility of the Headteacher, Senior Management team and Year leaders to ensure that all staff are confident to carry out the behaviour policy effectively and consistently.

Review

- The governing body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.