



East Anstey Primary School Behaviour Policy 2018-19

BEHAVIOUR POLICY 2018

Rationale

Our Behaviour Policy is rooted in our Federation Values.

We aim to:

- Keep children safe, achieve good standards, prepare children for life after primary school and help every child reach their full potential in the broadest sense (personal, social, academic, sports, arts)
- Help our children to achieve their potential, develop skills for life, be able to confidently explain learning to others and have the confidence to experience new challenges.
- Help our children to learn in a safe environment, with challenges, building confidence and understanding.
- Help our children to have opportunity, fun, sample life skills, receive necessary nurture.
- Give our children good opportunities for developing skills, confidence and promoting happiness. We will maintain a high level of expectation in standards so that our children leave us having achieved their full potential.
- Provide a high standard of education. Teach excellent interpersonal skills. Create a welcoming environment where children feel safe and secure. Provide ample sporting/extra-curricular activities.

From this we adhere to four key drivers. They are:

1. **Standards**
2. **Skills**
3. **Experience**
4. **Confidence**

These drivers form the foundations of our vision “Aiming for Excellence”. They are used regularly within school and underpin all curriculum provision and delivery.

Expectations

We always aim to promote great behaviour and attitude to learning. We have the highest expectations and assume that our children will always display great behaviour. We all model this and will directly teach good behaviour and manners. Staff are assumed role models for children.

Great behaviour ensures that all children are safe from harm, learn well and make great progress. It is from this basis that we explain our expectations to our children. It is acknowledged that sometimes we make wrong choices, and for that there will be consequences. Once these choices have been dealt with, we make a fresh start.

At East Anstey we all play our part in ensuring that:

- Our environment is fair and equitable
- We guide our children in how they behave towards others
- Children learn to value who they are as individuals, so that they in turn treat others with respect
- Everyone feels safe in School.

As a team we strive for:

- Consistency
- Celebrating success and learning
- Carefully considering our approach according to circumstances
- A Calm approach
- Consistent language
- Clear and high expectations

Highly important aspects include:

- Positive reinforcement
- Trust
- Boundaries
- Following through consequences
- Fairness

Purpose

Children need to be nurtured and encouraged. They should always feel valued and valuable; that they are amazing members of the School and the wider community.

We believe that children should always be enabled to:

- Develop skills of negotiation and communication with each other and adults
- Take responsibility for themselves through exercising choice in their learning/behaviour;
- Realise their responsibility in maintaining the high standards of our school environment;
- Learn to their best ability;
- Set themselves goals and evaluate their own work and behaviour;
- Enjoy a pleasant environment without fear or threat towards person or property;
- Give and receive courtesy and respect;
- Be fairly treated;
- Be given support, guidance and information where needed.

Our aims as good roles models are to:

- Be fair, kind but resolute;
- Motivate pupils to learn;
- Use mistakes as something to learn from;
- Maintain order and structure while allowing each child to be involved in decision making;
- Listen;
- Take into account the needs of the individual child;
- Be consistent, predictable and reliable, in order to gain trust.

Strategies

We aim to make everyone aware of:

What is acceptable behaviour;
Ways to promote this behaviour;
The consequences of poor behaviour;
The fact that these agreements apply to everyone in our community.

Implementation:

High expectations are clearly conveyed to the children at all times.
Class rules should be drawn up at the beginning of each year and reviewed as necessary.
This should be guided by the teacher but is owned by the whole class.

Encouragement and Positive Reinforcement:

Praise and positive rewards not only raise self-esteem but encourage children to be at their best, reinforcing good behaviour.
We always aim to celebrate the good - We believe that noticing and acknowledging positive behaviour will enhance it and make repetition more likely.
Behaviour can be changed or modified by a planned use of rewards but care must be taken to include the whole class. All children need praise. Rewards need to be immediate, frequent, pleasing and above all, given sincerely.
For some children, too much praise and not enough encouragement can result in not learning appropriate behaviour. Children who are encouraged for their efforts learn that effort is worthwhile.
We ensure that children understand why they are being rewarded. Making a connection between behaviour and its effect is helpful.

Once a reward is earned it cannot be taken away

If a child behaves in an inappropriate manner after been given a reward it must be treated as a separate incident. Teachers should express disappointment, remind them of previous incidents of appropriate behaviour but do not take away an earned reward.

Our Innovative Award System:

Class Dojo:

This is a class based system to help reinforce great learning behaviours. Points are based on learning behaviours and feedback can be realtime.

Awards:

School award cards can be given at any stage for a variety of successes. These include excellent work produced and attainment, great progress made, fantastic attitude to learning, social skills, general effort etc. Our cards are as follows:

Bronze – Low Level Award (our most common)

Silver – Medium Level Award

Gold – High Level Award

Amethyst – Very High Level Award, for excellent achievement, progress or attitude. This is awarded to the achievers of the week and term.

Diamond – Top Level and Unusual Award, not often given. Normally for winning the house cup. Highest level choice from the shop.

Cups and Trophies:

Cups and trophies are awarded at seminal moments during the school year.

School Shop:

Children are able to present award cards and exchange for some goods from the school shop.

In the event of unacceptable behaviour:**Consequences**

Consequences establish clear boundaries. The child is made aware of consequences to actions and then given responsibility to make the choice. "If you choose to behave in this way, this is what will happen." "You have two choices, you either finish your work now, or you finish it at break time" Children are reminded that they are responsible for their own choices and actions.

Consequences and Sanctions:

We hope that sanctions are not necessary but in the event that they are used these:

- Must be effective and be applied consistently;
- Should be logical or natural i.e. if a child pushes in, they go to the end of the line. If a child makes a mess, they clear it up.
- Follow our school policy

Sanctions may include:

Minor:

- 1) Verbal Warnings, Rebuke and "Telling Off" with choices given and recognition of the consequences;
- 2) Lost Free or Leisure time with the expectation that they will reflect on their behaviour and make amends e.g. letter of apology.
- 3) Removal of privileges (where this is comprehended)

Medium:

- 4) A move to another class (to continue their work for a predetermined time) several missed breaks or an internal exclusion.

High:

- 5) In the event of persistent disruption, violent, dangerous, unsafe or other significantly unacceptable behaviours, the school may exclude. This may be in the form of Fixed-Term (temporary) or Permanent Exclusions. See the school exclusion protocols for further details.

Once a misdemeanour has been dealt with, it is finished and a child is given the opportunity to start afresh.

It is important that the consequences do not have a hidden reward, staying in at playtime may not be a punishment! It also gives the child the teacher's undivided attention.

Extreme or repeated unacceptable behaviours

- All behavioural incidents and resultant actions will be recorded on CPOMS.
- Where extreme or repeated unacceptable behaviour is involved, the Headteacher or a member of the Senior Leadership Team will inform children's parents, so that all parties know what has happened.

- Where a child needs extra support with their behaviour, an Individual Behaviour Plan (IBP) may be drawn up following discussions with the child, parents, adults in School, and other agencies where applicable.
- IBPs are written to support the child, enabling parents and all Staff to provide a consistent agreed approach. They are regularly reviewed to ensure they meet the needs of the child, and as such may not follow the exact procedures of the behaviour policy.
- Some extreme behaviours may result in exclusions. Please see the exclusion protocol for further details.

School Visits/Residential

The same Standards of Behaviour are expected by all children when on any visit away from School. It can be difficult to follow the same consequence procedures away from School. Extreme or dangerous behaviour results in the child being sent home immediately.

After School Clubs and Provision

The same Standards of Behaviour are expected by all children who attend on site After School Clubs. Our Clubs Policy states that children whose behaviour is persistently unsafe may be asked not to return to the Club the following week.

Adopted by governors: 28.11.18

Date of Review: November 2019