

# ETON WICK C of E FIRST SCHOOL



## BEHAVIOUR POLICY

*This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.*

### **Aims**

- To encourage children to make the right behaviour choices and keep the Golden Promises
- To encourage a calm, purposeful and happy atmosphere at school to foster positive caring attitudes by everyone towards everyone
- To acknowledge and value achievements at all levels
- To encourage increasing independence
- To teach children to accept responsibility for their own behaviour
- To develop in pupils a sense of self- discipline
- To ensure a consistent approach to behaviour management across the school
- To ensure that everyone knows what appropriate behaviour looks like
- To teach that rights bring responsibilities
- To work in close co-operation with parents
- To ensure that expectations and consequences are clearly understood by the children and adults

### **Rights and Responsibilities**

All children in our school will have:

- The right to be respected and the responsibility to be respectful to others
- The right to be cared for and the responsibility to care for others
- The right to learn and the responsibility to allow others to learn
- The right to a healthy life and the responsibility to make healthy choices
- The right to feel safe and protected and the responsibility to safeguard the safety of others
- The right to make friends and the responsibility to be a good friend to others
- The right to express their views and the responsibility to listen to the views of others
- The right not to be exposed to offensive language and the responsibility to use appropriate language at all times
- The right to play and the responsibility to share, help tidy up and look after play equipment

### **Rewards**

Our approach to behaviour management is based on the positive reinforcement of appropriate behaviour, for which children are rewarded.

Rewards will include:

- Verbal and non-verbal praise
- Stickers and smiley faces
- Headteacher's awards
- Lunchtime assistants' awards

Policy Reviewed: September 2018  
Next review: September 2019  
Reviewed by: Governors' Policy Working Group

- Class 'gem jars' and 'golden time'
- Class daily awards – e.g.: star of the day
- House points in Key Stage 1 and 2
- Positive comments to parents
- Inclusion in 'Golden Book'

Pupils are rewarded for achievement in their standards of behaviour and their attitude towards others. Rewards are given by class teachers and teaching assistants in the context of the classroom, by lunchtime assistants during the lunchtime period and by all members of staff in the context of the school as a whole.

In addition class teachers use a variety of reward systems within their own classes suited to the age and understanding of the children.

Weekly Achievement Assemblies, to which families are invited, provide an opportunity to celebrate individual, class and whole school successes.

### **Responsibilities and Consequences**

Children will be taught that rights also bring responsibilities, which are summarised in our Golden Promises.

Children will be taught that they make their own choices about their behaviour.

Children who have been reminded of their responsibilities and continue the disruptive behaviour will be seen as choosing to behave in a negative way.

Those children whose challenging behaviour arises from known medical or social circumstances will have an Individual Behaviour Plan, tailored to their individual needs and incorporating agreed targets and rewards.

Pastoral Support Plans will be put in place for vulnerable children when this is appropriate.

When children choose to ignore their responsibility to behave appropriately, consequences are given as an opportunity for the child to reassess his/her behaviour and to decide how to behave appropriately in the future.

Consequences will include:

- A warning/reminder
- Loss of Golden Time
- 'Time out' – spending short periods of time away from the group or situation
- Speaking privately to their own teacher or a senior teacher during their own time
- Being sent to the deputy headteacher or the headteacher
- Inclusion in the 'blue book'
- Parents being informed
- A formal letter sent home and kept in the child's file
- Payment for deliberate damage to property
- In cases when all other approaches have failed or where the safety of other pupils is at risk, exclusion procedures will be entered into, following the statutory guidance outlined in the Exclusions Policy.

More details in 'Consequences Chart' (Appendix)

Policy Reviewed: September 2018

Next review: September 2019

Reviewed by: Governors' Policy Working Group

## **Physical Restraint**

In extreme circumstances, it may be necessary to physically restrain a child. Physical restraint will only be used if the child is at risk of harming themselves or others. Only trained members of staff will use these techniques – known as Team Teach.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not seen as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

## **Playground and lunchtime rules**

Playtime should be enjoyable for everyone. This means that every child should respect the rights of all the others, play fairly and without hurting others and be prepared to share.

In the playground children will be expected to:

- Respect the Golden Promises
- Walk to the line when the school bell rings
- Wait quietly in line waiting to be collected by their teachers
- Be cooperative and courteous to all staff and to each other
- Go to the 'friendship bench' or the 'friendship stop' if they feel sad or lonely
- Ask staff on duty for permission to enter the school building
- Respect the use of different play 'zones' including the climbing frame
- Follow instructions from the adults in charge

At all times pupils and adults are expected to respect and use the Golden Promises. When moving through the school they will be expected to:

- Line up in pairs or single file as appropriate
- When speaking, use an 'indoor voice'
- Be aware of others, using courtesy and common sense (e.g.: stand to the side to let people pass)
- Hold doors for those walking behind
- Follow instructions from adults in charge

In the canteen children will be expected to:

- Wait quietly in line
- Be polite
- Practice good table manners
- Talk only to those sitting at the same table
- Follow instructions from adults in charge

More details in 'Golden Promises' (Appendix)

## **Bullying**

Bullying is defined as any action which is intended to hurt or upset another person, or to make the person feel isolated, intimidated, unhappy or afraid. It is the persistent nature which turns such behaviour into bullying rather than an isolated incident.

Bullying can take many forms but three main types are:

- \* physical (hitting, kicking, taking belongings)
- \* verbal (name calling, insulting, racist remarks)
- \* indirect (spreading nasty stories about someone, excluding someone from social groups)

NB: Bullying also includes Cyber Bullying – any bullying which takes place in a virtual environment.

The school seeks to foster a climate in which pupils and staff accept individual differences and encourage mutual respect within a framework that does not tolerate bullying in any form.

Strategies:

- We will promote the core school values of caring, respect, responsibility and honesty, which reject bullying behaviour
- We will use teaching strategies and resources, such as the SEAL materials, to prevent bullying
- We will identify 'high risk' areas and times of the day and target supervision accordingly
- We will ensure effective supervision and accessible points of reference throughout the day (class teacher, deputy headteacher, headteacher)
- We will develop a positive and active environment in the playground
- We will take the time to listen to children and to investigate all allegations
- We will report any incidents that give cause for concern to the class teacher, deputy headteacher or headteacher
- We will follow up incidents with all those involved
- We will keep written reports of all cases of alleged bullying
- We will give individual support to the target child and the individual or group of children displaying bullying behaviour to enable them to consider the consequences of their actions and improve their social skills and to help them to form relationships based on mutual respect and trust rather than intimidation or fear.

Dealing with bullying:

*"Taking the view that bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of higher values, such as empathy, consideration and unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting"*

Barbara Maines, The No Blame Approach

Because we want to encourage disclosure and we want to work positively with children who may display bullying behaviour, everyone in the school must be confident that effective action will be taken but understand that we will seek in the first instance to respond in a way which will help children to learn improved behaviour and develop successful social relationships.

When bullying does occur, we will adopt a restorative justice approach: we will engage the bully in solving the problem by giving him/her the opportunity to understand the degree of distress suffered and to feel that his/her ability to change is recognised. Support will be given to the individual or group. Should this approach not be successful in addressing bullying behaviour, the incidence of bullying will be treated as serious bad behaviour and dealt with as such. (See 'Rewards and Consequences')

All incidents of bullying will be recorded on the agreed form.

## APPENDIX 1 – CONSEQUENCES CHART

February 2016

ETON WICK FIRST SCHOOL

### CONSEQUENCES CHART

