



East Whitby Primary Academy
Behaviour Policy
To be Reviewed July 22

The aim of this school policy is:

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and in extracurricular activities and are stimulated to fulfil their potential.

Our policy will be revised each year on its effectiveness within the school community.
(Review and discussion with whole staff.)

Code of Conduct

Philosophy:

At East Whitby Primary Academy we operate a positive behaviour policy which has high expectations of all within the school community.

The school:

- ☒ Has a whole school approach to behaviour to ensure consistency, setting good habits early with high expectations of cooperative behaviour from the very beginning.
- ☒ Involves all pupils in the creating and review of class codes of conduct.
- ☒ Provides a purposeful learning environment conducive to 'on task behaviour'.
- ☒ Involves parents / carers by communicating well to ensure their support.
- ☒ Makes positive recognition of pupil achievement.
- ☒ Supports behaviour management through circle time, PSHCE input, peer mediation and school council.

- ☑ Makes every effort to defuse potential problems before they arise through discussion and de-escalation
- ☑ Ensures that if things go wrong, pupils are given the opportunity to put things right.
- ☑ Has zero tolerance towards certain behaviours such as bullying, racism, swearing, violence, rudeness and fighting. These are dealt with when encountered and addressed as part of PSHE across the Academy.
- ☑ Has a whole school responsibility for the pastoral system but with senior members of staff having more specific responsibility for serious unacceptable behaviour.

Acknowledging Behaviour – General Principles

Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

Behaviour we encourage:	Unacceptable behaviour includes:
<ul style="list-style-type: none"> • Respect for other people, their views and their work. • Attentiveness. • A sense of right and wrong. • Self-respect. • Respect for the environment. • Working co-operatively. • Honesty and trust. • Fairness. • Self-discipline. • Politeness and good manners. • Setting a good example. 	<ul style="list-style-type: none"> • Racial harassment. • Violence and aggression. • Hurting other people's feelings. • Threatening behaviour including bullying. • Dishonesty. • Deliberate disobedience. • Discrimination. • Lack of respect. • Using unacceptable language. • Deliberately damaging property. • Disrupting teaching and learning. • Taking things that do not belong to us.

It is important to consider the following:

1. **Consistency** - throughout the school. A whole school framework should ideally have some approaches used by everybody and have flexibility for individuals.
2. **Fairness** - it is easy to miss out the '*in the middle*' children who do not stand out. It is important that teachers keep some sort of checklist to ensure that all children are considered.
3. **Ground rules** - used for ongoing class management and individual to each class.
4. **Communication** - within school, but also between school and home
5. **Variety** - so that approaches do not become stale, but at the same time some strategies should remain constant for stability.

East Whitby Academy will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing our behaviour policy.

Positive behaviour Plan Rewards

A major aim of the behaviour policy is for teachers to encourage children to demonstrate good behaviour by operating a system of praise and reward.

Each class has their own way of awarding rewards to the children within their class however the following key principles apply in terms of awarding rewards.

- ★ High quality work
- ★ Excellent effort
- ★ Excellent behaviour (Lining up skills, listening skills, movement around school)
- ★ Improved work, effort or behaviour
- ★ Care, consideration and kindness towards others
- ★ Positive occurrences / behaviour for pupils with Behaviour Plans / expectations.
- ★ Providing excellent examples of following the Golden Rules.

Positive Behaviour Plan: Stage and Sanctions Information

Children who have been removed from class should always be supervised. Children must NEVER be asked to stand outside a classroom. It is important that not all children suffer for the misdemeanours of the few and it is equally important that the few “offenders” have the opportunity to retrieve themselves by exceptionally good or helpful behaviour.

A system of sanctions is operated for the few individual children who fail to follow the school rules and whose anti-social behaviour adversely affects their peers, the staff working with them and the teaching and learning environment generally.

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All staff must respond to those children exhibiting anti-social behaviours and breaking rules particularly outside the classroom and deal with these instances of inappropriate behaviour quickly. Children are made aware that negative behaviours will be noted, recorded by staff and viewed seriously by the whole staff and not just by the child's teacher. The inappropriateness of their behaviour will be stressed and alternative, acceptable ways of reacting to situations and events considered.

If a child is choosing to break a rule or failing to follow an instruction, the following procedures will be actioned.

- The class teacher records the incident and action taken by them in the class file for Stage 3 onwards.

Stage 1. **Reminder** ~ This is a verbal reminder that the child is breaking a rule or failing to follow an instruction and of the expected behaviour.

Stage 2. **Name written down** ~ If the child continues with the misbehaviour their name is written down

Stage 3. **Cool Off Time** ~ time out table in the class for 10 mins.
Key Stage 1 / 2 ~ Informal chat with parent/carer at home time.
(CPOM recorded)

Stage 4. **Out of Class** ~ If misbehaviour continues, the child will be sent to a partner year group or Phase Leader for the remainder of the session.

Sanction: *Children need to understand why the sanction is given.*
Out of class letter sent home.
Removal of playtime the following day.
CPOM stage recorded

Stage 5. **Serious Concern** ~ If over the course of the week or a few days a child chooses not to comply with these rules and sanctions, and/or receives a number of warnings or Out of Class forms this would be a cause for serious concern. Some incidents e.g. violent behaviour could result in an immediate serious incident.

Sanction: *Parents requested to come in to school to discuss child's behaviour. (Request for this to come from HT or AHT)*
CPOM recorded

Depending on nature of the serious concern a pupil support plan may be drawn up.

Exclusion

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced.

The Headteacher informs the LEA, the Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Where pupils have acted aggressively with violence and put their own or others' safety at risk. There will be a risk assessment and positive de-escalation plan drawn up and shared with staff.

Each session of the day begins with **Stage 1**.

Stage 3 behaviour at lunchtime, will result in "time out" detention the following day. Play facilitators will record the behaviour on a "time out" record sheet and this will be given to the class teacher.

If staff require support in their classroom due to excessive poor / threatening behaviour, they should ring the SLT office / ring Reception to ask them to notify the SLT or send a member of staff for assistance.

(Children should be reminded of these stages during PSCHE / circle times and the '5 hands' displayed prominently in every classroom.)

Out of Class Links

Children will be sent to the following partner year groups accompanied by another child.

Reception -	Year 1
Year 1 -	Year 2
Year 2 -	Reception
Year 3 -	Year 4
Year 4 -	Year 5
Year 5 -	Year 6
Year 6 -	Year 3

If the above teachers are not in their classroom, the child will go to another class within the partner year group.

Whilst in the partner class children should sit in silence with same appropriate work / activity which can be completed independently.

Please note that a child may go to higher stages immediately depending on the seriousness of the incident/s.

Pupils' should be made aware that poor behaviour in the vicinity of the school or on a journey to and from school can be grounds for exclusion e.g. fighting, vandalism and threatening behaviour.

An exclusion can only be authorised by the Headteacher.

POSITIVE BEHAVIOUR PLANS

When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one more than the other until the facts have been determined.

1. Children should be encouraged to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
2. School rules should be applied consistently and children reminded of them regularly.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

Lunchtime issues –

- Children are issued with a warning for minor poor behaviour. Rough play is given a clear warning.
- If pupils persist with poor behaviour, they are sent to sit inside on a chair??? Their behaviour will continue to be reported to the class teacher who will record it in the behaviour file.
- Lunchtime staff feedback the behavioural concerns to the pupil's teacher who investigate the incident further if necessary and record the incident in the behaviour file and feedback to the pupil's parents at the end of the day if they consider it appropriate to do so.
- Behavioural incidents where a child hits Stage 3 or that are regarded as serious incidents such as bullying, rudeness, violence or aggression should be recorded on CPOMs. If there is recurring incidence of a child with low level disruption this should also be recorded so patterns can be explored and actions taken.

- Any serious breach of acceptable behaviour should be notified or referred to the SLT to follow up.
- Bullying, fighting, theft, racism or any serious recurring issues should be reported to the SLT.

BULLYING

East Whitby Community Primary School has zero tolerance for incidents of bullying and all accusations of bullying will be taken seriously, investigated and recorded. Bullying is defined as *the intention to hurt, frighten or intimidate another person on a repeated basis*. Bullying in this school is regarded as unkind behaviour.

Not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some sort of power over the person experiencing the bullying

At least annually children are reminded of how to use the internet, in particular, social networking safely. Children are made aware of what may constitute cyber bullying and are encouraged to follow internet rules of safety.

Bullying is regarded as a form of Peer on Peer abuse and will be treated as such.

A common characteristic found amongst those who bully and those who are bullied, is low self-esteem. As self-esteem is a crucial component in our ability to express our ideas, needs and feelings without resorting to aggression or submission, it is intended that the implementation of our rewards and sanction systems in school and the development of positive, caring relationships will negate the need for individuals to bully either physically or emotionally.

However, there are two main types of bullying. Physical bullying is the most obvious to detect, where one child, or group of children, try to exert his/her authority over another by pushing, shoving, striking another child causing stress and/or physical damage. Emotional bullying is less easy to spot. This type of bullying can go on for weeks undetected and may only come to the teacher's attention by the concerned parent notifying the teacher of the child's reluctance to come to school, sleeplessness or bad dreams, bed wetting or other physical symptoms displayed at home.

By its very nature bullying is a behaviour which is usually hidden from the adults in the school. When it happens, it occurs primarily at playtimes or outside school hours but can be conducted in an underhand way in the classroom itself.

School has a system whereby children who feel unable to express their fears directly to the teacher can do so by other means, communicating through a "voice box" based in the hall which will be emptied regularly by the named person (Teaching Assistant). Cases will be

treated seriously and both the bullies and the victims are helped towards finding solutions to their problems.

Where there has been an incidence of bullying and it has been resolved, it is important that staff should regard any punishment of the bully as the settling of their "debt" and allow the child responsible to start afresh, whilst being watchful of any repeated incidents as acts of revenge.

In all instances of bullying the head teacher must be informed and in most cases parents will be contacted, depending on the seriousness of the offence



OUT of CLASS

Dear Parent/Guardian,

Date:

I regret to inform you that was sent out of class today because he/she was disrupting the lesson and making it difficult for the teacher to teach and for other children to learn.

Your child was given three chances to improve their behaviour before the removal but chose to continue breaking the rules.

We are sure you will understand the need for good behaviour in lessons in order that all children can benefit from the education that is being offered.

We trust you will discuss this behaviour with your child and help us in our efforts to improve his/her behaviour and ability to learn.

Thank you,

Yours sincerely,

Class Teacher

A copy of our Positive Behaviour procedure is on the reverse of this letter so you can understand the chances given before your child was removed.

PLEASE RETURN THE SLIP BELOW TO LET US KNOW YOU HAVE RECEIVED THIS LETTER.

I have received the note explaining that my child was sent out of class for misbehaving and have discussed the need for him/her to behave well in class.

Signed Parent/Guardian of



Serious Concern

Dear Parent/Guardian,

Date:

I regret to inform you that has reached the Serious Concern stage of our Positive Behaviour Plan. Children reach this stage because their behaviour is either disrupting lessons and making it difficult for the teacher to teach and for other children to learn or because they are hurting or upsetting other children.

This Serious Concern has been actioned because your child has:

We are sure you will understand the need for good behaviour in lessons in order that all children can benefit from the education that is being offered and school can be safe, secure and happy for all children.

We ask that you contact school to make an appointment to discuss this situation with the Vice Principal or Principal.

Thank you,

Yours sincerely,

Principal

PLEASE RETURN THE SLIP BELOW TO LET US KNOW YOU HAVE RECEIVED THIS LETTER.

I have received the note explaining that my child reached the Serious Concern Stage of East Whitbys Positive Behaviour Plan and will contact school to make an appointment to discuss the situation with the Principal or Vice Principal.

Signed Parent/Guardian of



Serious Incident

Dear Parent/Guardian,

Date: 24/11/17

I regret to inform you that has reached the Serious Incident stage of our Positive Behaviour Plan.

Children reach this stage when an action/actions they have taken have hurt or endangered other children or themselves and are considered serious enough to be brought to the attention of the Head of School.

This Serious Incident has been actioned because your child has:

Kicked a member of staff when she asked him to do something, then in timeout in another class he punched a boy who walked past him. We do not tolerate aggression towards staff or pupils.

We are sure you will understand the need for good behaviour in and out of lessons in order that all children can benefit from the education that is being offered and school can be safe, secure and happy for all children.

We ask that you contact school to make an appointment to discuss this situation with the Principal or Vice Principal.

Thank you,

Yours sincerely,

Principal

Wherever possible your child's teacher will endeavour to give you this letter personally or speak to you on the telephone. However, this may not always be possible so either way we

ask if you could PLEASE RETURN THE SLIP BELOW TO LET US KNOW YOU HAVE RECEIVED THIS LETTER.

I have received the note explaining that my child reached the Serious Incident Stage of Saltburn Primary's Positive Behaviour Plan and will contact school to make an appointment to discuss the situation with the Head of School or Assistant Head Teacher.

Signed Parent/Guardian of