

East Whitby Primary Academy

Behaviour Policy

Reviewed on 5th September 2023

To be Reviewed September 2024

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, homophobia, 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.

Parent behaviour and a code of conduct is sent to parents each year. This outlines acceptable behaviour and conduct and a copy is signed and returned to school by all parents.

Acknowledging Behaviour – General Principles

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

|  |  |
| --- | --- |
| Behaviour we expect (also called green choices in EY/KS1 and Pegasus/Gnome classes) | Unacceptable behaviour (also called red choices in EY/Ks1 and Pegasus/Gnome classes) includes  |
| • Respect for other people, their views and their work. Respecting all adults in and around school• 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* Being chilled but on it.
* Being consistent in good behaviour
* Working towards Pride awards.
* Doing the very best you can at all times
* Celebrating the success of others
* Being tolerant of all other in school
* Botheredness
 | • 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.* All forms of homophobia
* Lack of tolerance and excluding others.
* Preventing others from learning
 |

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** – All children are given the same opportunities at East Whitby Academy teachers keep 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 all children are party to the same universal expectations however we 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 Rules.

**Positive Behaviour Plan: Stage and Sanctions Information**

Classrooms are positive places, however a system of sanctions is operated for the few individual children who fail to follow the school rules. We all respect all children’s right to an education.

All staff will respond to those children exhibiting anti-social behaviours and breaking rules.

 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 on CPOMS from Stage 2 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 and recorded on CPOMS

**Stage 3**. **Cool Off Time** ~ time out in the class for 10 mins. Key Stage 1 / 2 ~ Informal chat with parent/carer at home time or a phone call if parents don’t collect. (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. Reflection time is given following this, this is a chance for the children to reflect on their actions and can be written or verbal.

**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 DHT)

CPOM recorded

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

**Depending on the nature of the incident, some stages will be bypassed. This will be communicated clearly with the children.**

**Exclusion** See exclusions policy

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. These exclusions are always discussed at a Trust level with Jamie Holbrooke ELT development officer and Rachel Cooper Safeguarding lead for the ELT

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

The Head teacher 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.

**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. Staff are trained in positive handling.**

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

**Stage 3** behaviour at lunchtime, will result in “time out” detention the following day

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

 (Children are reminded of these stages during PSCHE 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 the DHT or Phase lead.

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 Head teacher.

**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 out. Their behaviour will continue to be reported to the class teacher who will record it on CPOMS.

• 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 2 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 Academy 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

Children are taught 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 through termly internet safety sessions as part of the ELT ICT scheme of work.

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

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/their 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 staff create strong relationships with the children in their care and regularly remind the children that they are there to listen. Children will often speak to a trusted adult, we also encourage parents to tell us immediately if their child tells them anything relating to bullying and unkind behaviour. 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, a line is drawn and a fresh start is given to all involved, whilst being watchful of any repeated incidents as acts of revenge.

All incidents of bullying are recorded on CPOMS and dealt with by the Head teacher or Deputy Head. Parents of all children involved are spoken to and notified both of the incident and the actions taken following the investigation.

CPOMS is audited centrally by the safeguarding team at ELT.