



**Eastry Church of  
England Primary School,**  
*Learning and growing, side by side, in God's Love*

# **Behaviour Policy**

## **June 2024**

Policy lead	Sarah Moss
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Governor signature	Teaching, Learning & Inclusion Sub-Committee
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## **School Vision and Values**

Our Behaviour Policy helps us create a caring, stimulating and secure environment in which staff and pupils can safely work, play and learn, and to encourage the involvement of parents and carers in the development of their child.

Our Behaviour Policy reflects the School's Christian Anglican Values, is fully inclusive, reflecting the school's SEN policy, and promotes equality of opportunity for all pupils and staff regardless of their sexual orientation, race, religion or disability.

**Our school family is committed to sustaining and growing a nurturing, learning community. We strive to promote a welcoming and open ethos to ensure all feel happy, safe and respected. We value each member of our community as unique individuals where all are encouraged and inspired to fulfil their potential as God intended.**

Our behavior policy also complies with section 89 of the Education and Inspection Act 2006.

## **What we believe about Behaviour Management**

Every child has the right to learn but no child has the right to disrupt the learning of others. Every staff member, child and parent have a responsibility to positively contribute to the ethos of our school including through the behaviours we display. Establishing a sound, positive and caring ethos is an essential prerequisite for learning. We recognise how our behaviours, both positive and negative, impact on the people in our community and as such, have actively engaged all stakeholders in developing this policy.

We expect that our pupils will show outstanding behaviour at all times, reflecting our school Christian Values:

- **Kindness**
- **Community**
- **Compassion**
- **Respect**
- **Resilience**
- **Aspiration**

Our Christian Values are encompassed within our school rules:

- **Be Safe**
- **Be Kind**
- **Be Ready to Learn**

It is important that there is good communication between children, staff and parents so that everyone is aware of the school's expectations in terms of behaviour and discipline.

It is expected that parents and pupils will sign and return the Home, School Agreement.

Behaviour and discipline is the shared responsibility of all adults working with children within our school. This will include students on work experience or teaching practice and any voluntary assistants in school.

Staff will work collaboratively to ensure that this policy is consistently applied across the school.

### **Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose.
- Staff will be treated with respect and courtesy and feel valued and appreciated.
- Ensure appropriate behaviour and language throughout the school.
- Encourage and praise greater effort in both work and behaviour.
- Ensure that parents are informed and involved in decisions and conversations regarding their child where appropriate.
- Prevent bullying.

### **Staff Responsibilities**

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role-model
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy.
- Fostering and promoting good relationships within children and parents, encouraging a sense of belonging within the school and wider community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Rejecting all bullying or harassment in any form.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

### **Parents' Responsibilities**

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy

- To be aware of the school rules.
- Caring for, and taking pride in, the physical environment of the school.

### **Children’s Responsibilities**

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others

### **Curriculum**

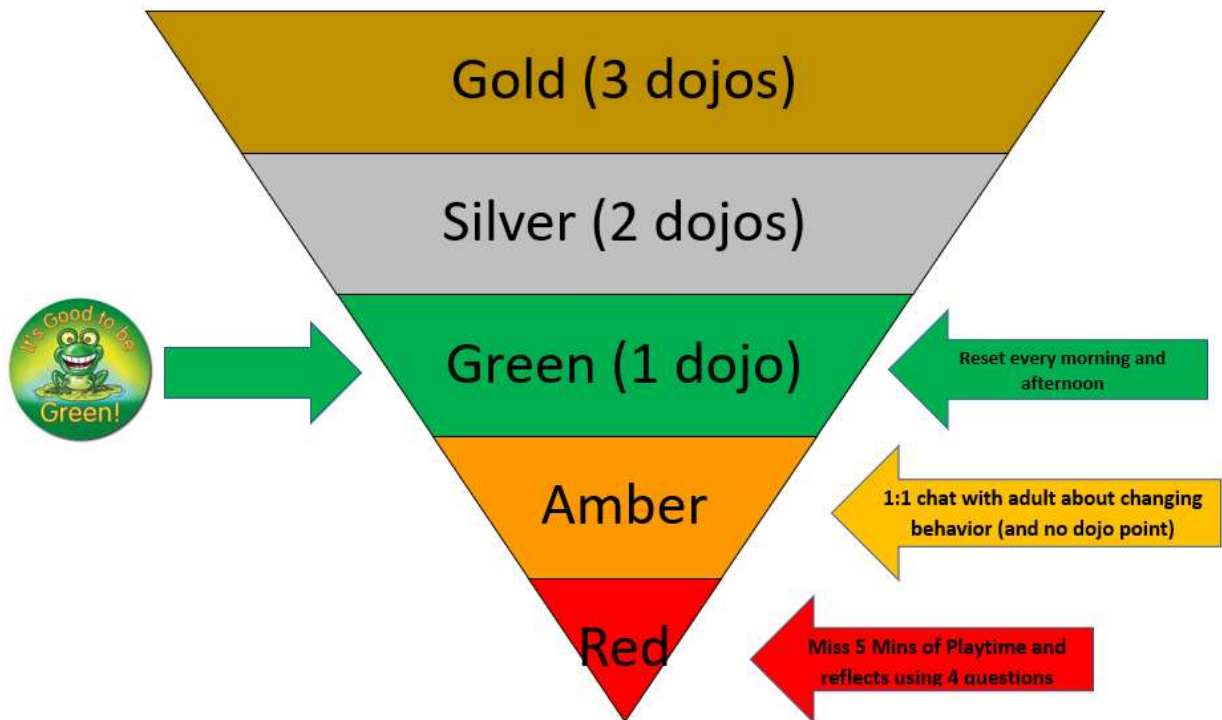
At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE (Personal, Social, Health & Economic) and citizenship lessons (please refer to PSHE Policy including RHSE – Relationships, Sex & Health Education) address our ethos and expectations directly. We believe that an appropriately structured and differentiated curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives that are understood by the pupils and personalised to meet the needs of a range of abilities. Verbal feedback, marking and record keeping can be used as supportive activities, providing positive feed-back to pupils on their progress and achievements and as a signal to them that the pupils’ efforts are valued and that progress matters.

### **Rewards**

At Eastry we reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour and raise self-esteem and pride, rather than merely to deter anti-social behaviour. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways including:

Daily rewards	Dojo points (moving your peg/name up) Verbal praise High 5s Celebrations e.g. marshmallow clap Sharing excellent learning with staff members Stickers Headteacher’s award
Weekly celebration	Star of the Week (linked to our question to ponder and school values awarded in Friday worship) Dojo Champion of the Week (child with the most dojo points that week in EYFS) Class reward time Good Fridays

	Out of school achievements e.g. music/ sports awards Phone call home
Personalised rewards	Behaviour charts Reward time



More specifically:

- **Instant praise** is given and will be related to our school rules and values. Child can be told by any staff member that they can move their peg/name up. Class teacher adds dojo points for each child at the end of each session.
- **Class Reward Time.** As a reward for and to reinforce the positives of good behaviour each class will have a weekly 30 minute Reward Time session to be arranged by the class teacher. This will be planned for by the teacher and offer the children a chance to work together or develop a new skill e.g. cooking, scavenger hunt, board games. Each class will have a graduated system linked to the amount of Reward Time they will receive. The class have to work together to gain the target number of dojo points as a class (average of 10 per child in the class) Each child will start at the green band each morning/afternoon (It's Good To Be Green!) for good behaviour or achievement they can be awarded additional dojo points. The Dojo triangle will be reset after lunch and at the start of each day with all children on the green band, to ensure that this is always a positive opportunity.
- **Dojo shop:** In years 1-6 children can save their dojos to exchange in the dojo shop. The dojo shop is created by each class during transition days and includes things such as

bringing a soft toy to school, sitting on a VIP table, sitting next to a friend etc.

### **Sanctions:**

#### **Level 1:**

- Every time a sanction is given, the adult must clearly explain why the sanction is being applied and link this to the school rules or values.
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided as this breeds resentment
- It must be the behaviour rather than the person that is sanctioned

Staff will ensure sanctions are in proportion to the nature of the incident, circumstances and the needs of the pupil.

- In the first instance of misbehaviour the child will receive a verbal warning. On the second instance the child will be asked to move their peg to the amber and given the opportunity to reflect. On the third occurrence the child will lose 10 minutes of playtime or lunchtime play (mornings). This time is to be used as Reflection Time. The child will have their reflection time before they go out to play with an adult and use the 4 questions to help them reflect.
- Afternoon sanctions will proceed as above but will have to occur the following day
- During this reflection time a **'Restorative Justice'** approach will be used with key questions to empower and enable pupils to reflect on their emotional state, their reactions and how best to promote a change.

#### **Key Questions:**

How are you feeling?

What went wrong?

What could you do better next time?

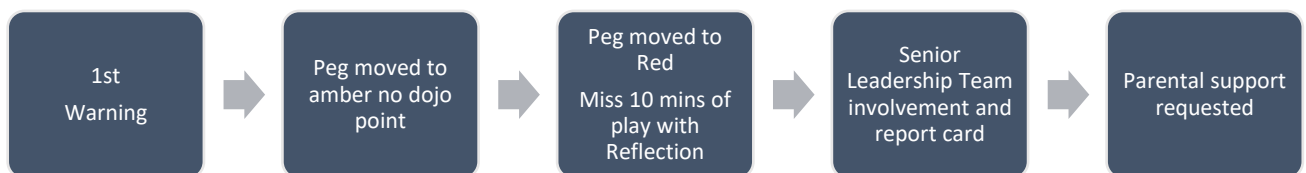
What can you do now?

- Staff will ensure that they reflect on these questions with the child before the child is reintegrated back into lessons or playtime.
- Behaviour incidents are logged on behaviour records
- An adult will talk through these questions with the child before the child returns to class.
- Children who miss playtime should be given the opportunity to have some physical activity. They should be taken by an adult to use the golden mile track or if wet with an adult walk around the school for a timed period.
- If a child continues to misbehave despite missing playtime they should be sent to SLT (Senior Leadership Team and may spend time in the learning reflection area until they are ready to return to class.

- At the end of a school week, any child who has ended three or more sessions on red during that week is placed on a report card and this is communicated with parents and will be asked to work with the school to find a resolution.

At any time, and using their professional judgement, staff reserve the right to accelerate the sanction process, for example: if a child has deliberately hurt another child by pushing, hitting etc; if children have been physically fighting or caused harm to an adult; rough play resulting in injury to children.

### **Flow Chart of Sanction Process**



### **Misbehaviour at playtime and lunchtime**

Playtimes and lunchtimes are the least structured time in the school day and therefore we are aware this may increase the chances of negative behaviours for vulnerable children. We recognise this and have taken the following steps to provide the best possible provision:

- Provided Teaching Assistants for each playground for break and lunch times, to support children with difficult behaviour in particular.
- Adults model games to play outside and actively engage in play with the children
- Peer playground buddies to play with younger children and structure games.
- Use staff well known to the children throughout the day for consistency of experience.
- ‘Lunch Club interventions’ – This is an additional provision targeted at key children. A range of social games and activities are used to model and teach social skills specific to the children’s needs.

As with classroom misbehaviour, children will be given a warning and then a sanction. The sanction system is applied as above. The adult will ensure that the ‘4 Key Questions’ are offered to the child either verbally or as a paper copy. The child will sit at or stand by the bench under adult supervision and have the opportunity to reflect on the key questions. An adult will talk through the key questions with the child before they return to play. The adult who issues the sanction will ensure the questions are responded to

### **Level 2**

More serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teachers may involve parents who will be contacted in person, by telephone or by letter. This can include lunchtime behaviour that has been reported to the teacher by a lunch time leader/mid-day supervisor. Notification of other staff and informal involvement of Leadership Team/Headteacher who will instigate individual behaviour management/anger management, loss of break/lunch time etc.

*Adult witness of incidents should be recorded on behaviour logs. It is helpful to identify what led to the incident.*

### **Level 3**

Very serious misbehaviour or persistent level 2 behaviour.

Formal involvement with the Headteacher or Assistant Headteacher and parents with a formal written record being kept. A formal Pastoral Support Plan (PSP) will be developed by the Headteacher/SENCO and reviewed until it is no longer required. Those children subject to behaviour support will be dealt with on an individual basis with their sanctions planned for different situations.

Additionally, outside agencies may become involved.

#### **External agencies could include:**

Specialist teaching and learning service

Exclusions officer

Educational psychologist

Educational welfare officer

Social services

Early Help

To prevent exclusion a PSP plan will be developed by HT / AHT SENCO

As a last resort possible short or longer term exclusion will be applied.

- Internal seclusion (Internal seclusion is the isolation of a child from their usual class setting alongside a member of the senior leadership team or their teaching team). They will be set learning by their class teacher and will have appropriate rest breaks during the seclusion. If a child has demonstrated behaviours that the senior leadership team deem as unsafe and presented a risk to safeguarding of children, staff or visitors to the school, then we may internally seclude. We may also internally seclude if a child shows behaviours which are deemed inappropriate beyond the red sanction missing playtime. The length of the seclusion needs to be considered in each individual case and parents will be informed and the school will seek their support in this decision. All internal seclusions will be recorded on the child's file and may be communicated with other agencies involved with the child or the family. A plan for reintegration into class will be agreed.
- Lunchtime exclusion to be followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Managed Moves Protocol/In fair access- in consultation with the Local Authority and the parents.  
A managed move is a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to permanent exclusion.
- Fixed term exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be



excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions

- Permanent exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions

The GOVERNING BODY'S PUPIL DISCIPLINE SUB-COMMITTEE will consider representations from parents following exclusions (see the specific terms of reference in the Governors Handbook).

### **Positive handling (See Positive Handling Policy)**

It is the policy of our school that pupils should not be physically handled unless clear risk of harm to themselves or others and even in these circumstances should only be considered for the child's own safety.

### **Runaway children**

Staff are clearly advised not to chase after children who have run off as this may place the child in greater danger. Staff should observe from a safe distance and advise the school office if the child has left the grounds the office will inform the parents and as appropriate the police. On these occasions the HT or AHT must be informed.

### **Acknowledging our responsibilities for children with SEN (Equality Act 2010)**

At Eastry Church of England Primary School, we recognise the need to make adjustments for pupils with disabilities. Please refer to our SEND Policy.

### **Support Systems for Individual Pupil Need**

Children who have behaved in a way that is inappropriate will be given an opportunity to reflect on their behaviour through:

- Discussion
- Completion of a written reflection, which enables them to record how they would respond in a similar situation in the future with positive outcomes
- Their peg is reset to green after each session

If there is a persistent problem the class teacher will work to address this in the first instance. Children will be supported through discussions with the class teacher and parents. Many behaviour records which focus on identifying good behaviour have a positive outcome for the child. This can be reinforced when sent home weekly to the child's parents/carers.

The Senior Leadership Team including the SENCo may be involved to praise a good record, or support when this has not been achieved.

Children whose behaviour identifies social skills difficulties at non-contact times will be allocated support through a lunch time intervention with the agreement of the SENCo and will then be gradually reintegrated into non supervised play.

Individual behaviour support is communicated to all relevant staff.

### **Children with persistent behavioural difficulties who have not responded to support**

The class teacher and the SENCO will draw up an Individual Plan (or Pastoral Support Plan) to support the pupil, in partnership with parents/carers. All staff working with the pupil will be informed of this, including lunch time leaders. This will give a consistent approach throughout the school day. If the problem continues, together, we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers (i.e. regular support from learning mentor, positive structured play, structured social skills work, circle of friends, peer buddies/mentors, counselling etc).

### **Support Systems for Staff**

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have a copy of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to a member of the Leadership Team.

### **Support System for Parents and Carers**

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed to discuss the issue fully. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

### **Bullying**

It is implicit in our School Values that bullying will not be tolerated. It is unacceptable that children or adults will be hurt verbally, physically or emotionally. Children are actively encouraged to tell a member of staff if there is any concern about bullying taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Anti-Bullying Policy)

**Prejudicial Behaviour** This can be a factor in radicalisation and extremism. It is unacceptable that children or adults will be subject to this. Children are actively encouraged to tell a member of staff if there is any concern about this taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Anti-Bullying Policy)

### **Records of Events**

Continuous behaviour occurrences that will be recorded on behaviour logs and will be reviewed by the senior leadership team.

