

**Behaviour Policy**

**School Vision**

Eastern Primary is a caring, safe, happy and inclusive school where children learn through inspiring and meaningful experiences. A school that opens its doors to a community, in partnership, that supports children to become independent, responsible, respectful citizens of the future.

This vision forms the foundations for this policy.

**This policy is based on two basic principles:**

* **BE KIND**
* **BE RESPECTFUL**

**How will we promote kindness and respectfulness?**

Make everyone feel special

* Provide an inclusive learning environment that is happy, secure, caring and stimulating, where everyone is valued and has a clear sense of belonging.

Do our best in all activities

* Ensure that we provide a broad and balanced curriculum that is matched to pupils’ stage of development and is an amalgam of learning strategies to allow them to achieve their full potential and enjoy their learning.

Listen to each other

* Develop a culture of communication, self-evaluation and self-reflection that promotes self-regulation of emotions and behaviours.

Respect everyone’s rights

* Support pupils in developing a sensitivity to the needs of others.

Be tolerant and kind

* Help pupils become self-reliant, self-respecting and responsible adults.

Look after our school and community environment including its people

* Preserve and develop links with pupils’ homes and community to enrich the ethos of care and respect.

**How do we recognise positive behaviours?**

* Praise and encouragement in the classroom and around the school is used as much as possible.
* Recognise successes of differing kinds, in assemblies.
* Display pupils work as much as possible.
* The headteacher welcomes the opportunity to praise individuals for pieces of good work and exemplar behaviours.
* Class teachers can provide systems for pupils to contribute to whole class rewards, e.g marbles in a jar for a whole class reward. This includes individual systems of reward for pupils with additional needs.
* The class teacher or headteacher will inform parents of notable incidents of good work or exceptional behaviours. This is via verbal communication or text.
* The headteacher will, on occasions, write to parents to make recognition of their child’s exceptional behaviour or to recognise particular positive changes in attitudes to learning, attendance, behaviour etc.

**How do we deal with incidents of unkindness and disrespect?**

As with rewards, all staff aim to apply consequences fairly, consistently and in a calm manner as soon after the offence has occurred, as possible. The use of consequences is aimed at defusing rather than escalating the situation.

The following consequence are used:

* Withdrawal from playtimes, if it is in the best interest of the child.
* Non-completion of work will result in pupils missing playtime to

 complete work.

* ‘Time out’ periods
* Writing accounts of the incidents and their actions for their parents to read.
* Writing letters of apology if appropriate.

**School’s graduated response to incidents of unkindness and disrespect**

Step 1

An incident of disrespectful behaviour that affects teaching and learning for staff or pupils is recorded onto SIMS. If the incident occurs during breaktime the member of staff on duty will deal with the incident according to this policy and will seek support from staff if it takes them from their duties. If the incident occurs in the classroom, the class teacher will have classroom sanctions. If the pupil causes further disruption in the same session which affects the learning of other pupils, a note will be sent to the headteacher. The headteacher will speak to the pupil outside the classroom environment or the headteacher will continue the teaching whilst the teacher speaks to the child alone to resolve the situation.

Step 2

Three separate incidents in one term (approx. 12 weeks) will generate a meeting with parent / carer. This meeting may be with class teacher or headteacher. The meeting will focus on possible strategies to change behaviours. The outcome of the meeting will be recorded and shared with the headteacher.

Step 3

A further three incidents recorded in one term (approx. 12 weeks) will generate a formal meeting with parent/carer, headteacher and the pupil. The meeting will focus on an action plan that will be signed by the parent and the pupil (if appropriate).

Step 4

A further three incidents in one term (approx. 12 weeks) will generate a further meeting with the parent / carer, headteacher and/or ANCo to consider the pupil’s additional needs. A referral to outside agencies will be considered.

Incidents of physical harm to others or damage to property

Serious incidents of harm to others and damage to property will generate instant communication with parent / carer by means of a phone call home or an urgent meeting. The incident will be recorded onto SIMS, which is the local authority computer system for storing information on pupils, by the member of staff who dealt with the incident initially. The headteacher will respond to this log with the action to be taken.

Any pupil that causes serious harm to others and/or damage to property over three occasions, the headteacher will investigate all circumstances, seek advice and explore if exclusion is appropriate at this time. If the incidents occur during lunchtimes consideration will be taken to exclude the pupil from the lunchtime period. The nature and period of exclusion will be discussed with the local authority and the chair of governors.