



Esh Winning Primary School

Behaviour Policy

We believe that children learn best when they feel safe, secure and happy. We are a caring community, whose values are built on mutual trust and respect for all. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our school's behaviour policy is based on a positive code of practice which provides clear guidance. Our day to day methods are underpinned with strategies to motivate children to develop their self-control and to give consideration to others.

We follow the 'Rights Respecting' principles, so that all can work together with the common purpose of helping everyone to learn.

Aims

As a whole school community of governors and staff, we believe a happy and effective primary school has the following aims:

We want our children to:

- Demonstrate positive learning behaviour
- Understand and follow the school code of practice
- Be kind and considerate to each other
- Have a healthy self-esteem and grow in confidence
- Care for the school and property
- Always feel safe and happy

We want all adults to:

- Manage behaviour calmly and consistently (shouting should only be used if there is an immediate Health and Safety concern)
- Act as an excellent role model
- Maintain harmony within the school community

We want our parents to:

- Support the work of the school
- Be kept up to date with their child's achievement and behaviour
- Have understanding of the school's vision and values.

The school expects every member of the school community to behave in a considerate way towards others. Any form of bullying is not tolerated. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Children are taught to respect all members of our school community.

We give relevant and proportionate consideration to the public sector equality duty. The protected characteristics are:

- Disability
- Gender identity
- Race

- Pregnancy and maternity
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and civil partnerships (not applicable to pupils).

System

We follow the principles of the Assertive Discipline Programme. If children do not follow instructions, they follow a series of consequences that help them to understand their ability to make positive or negative choices (see Behaviour Tracker).

1. Warning
2. Agreed as a class, but can include time out of the class
3. Agreed as a class, but can include being moved to another class for a set period, e.g. morning session
4. Headteacher is informed
5. Parents / carers are informed.

At the beginning of each school year, pupils along with their teachers formulate a Rights Respecting Class Charter, which outlines expected behaviour and the associated rewards and consequences. The charter is sent home in September, and parents and carers are asked to read it and share it with their child. Parents and carers are always welcome to come into school and discuss this or talk about any issues they may have with regard to behaviour.

Rights Respecting Charters follow similar themes such as:

1. Listen carefully and always follow instructions
2. Treat others as we would like them to treat us
3. Keep hands, feet and objects to ourselves
4. Respect ourselves, others, property and the community
5. Speak respectfully to others at all times.

Each classroom displays a “thermometer” showing a red, amber and green circle. The children’s names are also displayed on these circles. The children are encouraged to move their name dependent on their mood/feelings throughout the day. Any child who moves their name into the red circle will receive individual attention from the class teacher or teaching assistant to address the cause.

Rewards

Good behaviour is rewarded, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour and develop positive social skills, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour, both inside and outside of the classroom, in a variety of ways:

- All staff congratulates children and gives family points, from Year 1 upwards. Each ‘Star of the Week’ receives a certificate in the school assembly (R-Y6). These pupils are acknowledged on the school’s Facebook page.
- Individual teachers have a variety of incentives and approaches to recognise pupils’ efforts and progress, e.g. stickers, Praise Pads, positive text messages sent home.
- Reception, KS1 and KS2 will collect nuggets as a reward for showing commitment to the Rights Respecting charter. These classes will focus on filling a jar with nuggets and receiving a class-agreed reward e.g. 10 minutes extra OPAL time.
- All children have an opportunity to be involved in an achievement assembly at the end of each week.

- The school acknowledges all the efforts and achievements of children, both in and out of school, including recognition of out of school activities, e.g. music or swimming certificates.

At the end of each half term, class teachers nominate a child to receive a Headteacher's postcard. This is in recognition of positive learning or behaviour. The Headteacher completes a postcard, which is posted home to parents.

All children are expected to follow the school's code of conduct whether they are on or off the school premises – for example day time or residential school visits. Staff will apply consistently the rewards and consequences principles. The Headteacher will determine any measures that should be taken with regard to inappropriate behaviour or conduct by children when they are not under the lawful control or charge of a member of the staff of the school – for example on the way to or home from school. Parents and carers will always be consulted in such a case.

Exceptions

Some behaviour is exceptional and will not be tolerated. This could be;

- Bullying
- Verbal aggression
- Physical aggression
- Offensive language
- Racism

More significant incidents are recorded onto our online recording system, CPOMS, and the headteacher is immediately informed of this through the alert system.

Absconding

If a pupil chooses to leave the school building without permission, staff will;

- Contact parents immediately
- Search the immediate school grounds
- Contact the police if the child cannot be found
- Ensure a reintegration meeting is carried out with parents at the earliest convenience.

Exclusions

In an extreme case, it may be necessary to exclude a child. Where possible this will be as an internal exclusion and the child will complete their learning in a different area to the rest of their class for a specified period. If a formal exclusion is needed, the school will initiate proceedings according to Durham County Council guidelines. The child will be off site for a specified period of time (fixed term). School will provide work for them to complete at home. A reintegration meeting will be carried out with parents on the morning of the pupil returning to school.

Physical intervention

In extreme cases, school staff have the legal power to physically restrain a child if they have refused to leave a classroom, are disrupting a school event or visit, prejudicing the maintenance of good order and discipline among pupils, if they are damaging school property or posing a health and safety risk to themselves or others. Some of our members of staff have received Team-Teach training and, in the first instance, they should be involved in any physical restraints. If a physical restraint has occurred the incident will be recorded on an incident report form and parents will be informed. Further information on physical restraints can be found in our *Physical Restraining* policy.

Reviewed September 2019.