

Essex Primary School

BEHAVIOUR POLICY

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BEHAVIOUR POLICY

Aims

Essex Primary is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- To feel safe, healthy, and happy
- To be treated with respect, dignity, and equality.
- To learn or to teach, or to do their job.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers and pupils, between adults and between pupils. All staff are encouraged to use praise and reinforcement of whole school and class charters to help pupils achieve their best work and respect the rights of everyone.

Our Behaviour Policy is designed to acknowledge and reward pupils' good work and behaviour that respects the rights of everyone. Praise and rewards are both important influences in motivating pupils and building self-esteem.

Whilst emphasising behaviour that respects the rights of everyone, we also lay out sanctions. Children know and understand behaviour that respects the rights of everyone in our school and are encouraged to choose behaviour that will help everyone around them.

Roles and Responsibilities

The following roles and responsibilities will enable our Behaviour Policy to be implemented.

Whole-school level

- All staff understand the school's core belief about behaviour
- Positive out of class behaviour is promoted by agreed routines and clear systems
- School assemblies are used to develop children's social, emotional and behavioural skills
- Positive behaviours in playgrounds and dinner halls are noted and celebrated
- Parents/carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.

Class level

- Adults model controlled, respectful and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social and emotional development
- Appropriate behaviours are taught and reinforced on a regular basis through circle time activities
- Children are taught the language of sharing and co-operation, choice, and consequences

- Children are encouraged to identify their own and others' strengths to recognise and value the diversity within their classrooms
- There are clear classroom routines to reduce uncertainty and promote a peaceful and purposeful environment
- Each class has a charter, devised through discussion with children, which promotes social and learning behaviours
- Class charters are displayed prominently.

Individual child level

- All children's strengths are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to good or improved behaviour
- Where a child experiences difficulty in developing or sustaining appropriate behaviour, there are systems which give additional support and attention.

Parent and carer level

- Understand and support our aims to promote positive behaviour
- Praise their children for the good things that they do
- Inform school staff about anything that may affect a pupil's work, behaviour, and well-being at school
- Communicate and work with school staff to encourage good behaviour.

Governor level

- Understand and support our aim to promote positive behaviour
- Review our Behaviour Policy annually.

Whole-school, playground, dinner hall and class charters

Our charters are built upon the rights of the child as outlined in the United Nations Convention on the Rights of the Child. For example, Article 29 of the UNCRC:
Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Whole-school charter

School charters are negotiated with the members of the School Council and school staff.

These are displayed in every class:

- We have the right to an education. We will always try our best.
- We have the right to be respected. We will respect ourselves and others.
- We have the right to be protected. We will be gentle towards everyone.
- We have the right to be heard. We will listen to others.
- We have the right to share our views. We will be kind and truthful.

Playground charter

You have the right to play and rest.

Article 31 of the UNCRC.

- Use kind words
- Include everyone
- Keep hands and feet to yourself
- Put litter in the bin
- Cheer up everyone!

Dinner hall charter

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 24 of the UNCRC.

- Keep food on your plate
- Try to eat all of your food
- Be respectful to everyone in the dining hall
- Walk calmly in the dining hall.

Class charters

Class teachers form their own class charters through discussion with the children during the first week of term. Once class charters have been agreed they are displayed prominently in the classroom and shared with parents. Charters should be stated from the positive and not the negative to give a clear indication of good behaviour. For example:

- We should treat everyone equally
- We should join in group tasks
- We should listen carefully to everyone
- We should try to include everyone
- We should make everyone feel safe.

Rewards

Class rewards

Teachers will also decide their own reward list which should be flexible to allow teachers to provide positive consequences tailored to suit themselves and their classes. This list could include:

- Golden time
- 5 minutes of extra playtime
- Games
- Time for Chromebooks.

Individual rewards

Each teacher will decide on their own set of rewards but a common core will include:

- Verbal praise
- Stickers, stampers and written comments
- Certificates and letters home to parents
- Sending pupils to the Executive Teacher for recognition of achievement
- Online DOJO points.

Sanctions

Stages of behaviour, sanctions, and steps

Stage	Behaviour	Appropriate sanctions	Steps
Stage 1	Low Level behaviour <ul style="list-style-type: none"> • Calling out • Interrupting other pupils • Ignoring minor instructions • Silly noises/minor annoyances • Sulking • Constant talking during silent work 	<ul style="list-style-type: none"> • Eye contact • Reminders • Reiterate classroom rules • Statement of inappropriate behaviour and consequences for repeating it • Tactically ignore 	<ul style="list-style-type: none"> • Not logged on Safeguard software • No other staff members involved • Class teacher to deal with incident • After 3 repetitions within the same day then move to stage 2

Stage	Behaviour	Appropriate sanctions	Steps
Stage 2	Less serious behaviour <ul style="list-style-type: none"> • Repeated stage 1 behaviour • Refusal to work/unacceptable quality of work • Deliberate disruption • Accidental damage through carelessness • Repeatedly not wearing school uniform • Repeated eating sweets and chewing gum 	<ul style="list-style-type: none"> • Reflection time in class • Letter of apology • Completion of tasks during playtime/lunchtimes (10 -15 minutes only) • Repair/tidy up damage • Confiscation of sweets and gum 	<ul style="list-style-type: none"> • Report behaviour to year group leader • Contact parents for uniform • Record detention • After 3 repetitions within the same day then move to stage 3

Stage	Behaviour	Appropriate sanctions	Steps
Stage 3	More serious behaviour <ul style="list-style-type: none"> • Repeated stage 2 behaviour • Challenging authority • Pushing in the line • Bringing inappropriate toys/mobile phones into school • Deliberate damage to school property • Incidents within the classroom 	<ul style="list-style-type: none"> • Informal contact with parents by teacher • Writing letter of apology • Confiscation of toys/mobile phones • Reflection time in class 	<ul style="list-style-type: none"> • Report behaviour to year group leader • Contact parents for uniform • Record detention • The severity of the incident will determine the time spent with year group leader • Referral for Pastoral

	<ul style="list-style-type: none"> Swearing and harmful name calling Deliberate rudeness to adults 		Support
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Stage	Behaviour	Appropriate sanctions	Steps
Stage 4	Very serious behaviour <ul style="list-style-type: none"> Repeated stage 3 behaviour Fighting Bullying Leaving the classroom without permission Use of homophobic language Racist incidents Stealing Vandalism Inappropriate use of technology Bringing the school into disrepute 	<ul style="list-style-type: none"> Formal contact with parents by teacher and Assistant/Deputy Head Teacher Writing letter of apology Possible internal exclusion 	<ul style="list-style-type: none"> Report behaviour to Assistant/Deputy Head Teacher Record racist incidents Record incidents on Safeguard software to be discussed in social inclusion meeting Possible referral to school counsellor Pastoral Support Plan in place

Stage	Behaviour	Appropriate sanctions	Steps
Stage 5	Extremely serious behaviour <ul style="list-style-type: none"> Repeated stage 4 behaviour Extremely violent behaviour Bringing drugs into school Smoking Possession of weapons 	<ul style="list-style-type: none"> Formal meeting with parents and Executive Head Teacher Possible fixed term exclusion by Executive Head Teacher 	<ul style="list-style-type: none"> Report behaviour to Executive Head Teacher Record incidents on Safeguard software

Use of Reasonable Force

All members of staff have a legal power to use reasonable force. The term ‘reasonable force’ involves a degree of physical contact with pupils. ‘Reasonable in the circumstances’ means using no more force than is needed.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Examples could be:

- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts.

Strategies which encourage positive behaviour

The class and school environment should ensure that everyone contributes and feels valued by:

- Making it clear that it is the behaviour that is not acceptable and not the pupil
- Focusing on positive rather than negative behaviour – use positive praise
- Clear routines being known by staff and pupils
- Dealing with problems as they arise and ensuring that they are seen through to the end
- Making sure that where possible, pupils are involved in the rule making
- Making sure that pupils understand the reasons for the rules
- Encouraging pupils to praise each other e.g. for trying hard in PE etc.
- Reinforce a pupil's positive image by an adult's own behaviour and comments e.g. if comments and actions are derogatory it reinforces pupil's negative image
- Providing pupils with a way to put things right e.g. saying sorry and giving a reason, or showing empathy
- Looking at what may be reinforcing a pupil's negative behaviour
- Encouraging respect and care for themselves and others
- Adults being positive role models
- Having an active School Council, which represents each class and gives all our pupils an opportunity for accessing their 'student voice'.

General Rules

- Pupils must wear the school uniform each day with shoes or black trainers
- Hair should be conventionally cut, well-groomed, natural in colour and style. All hair, shoulder length and longer, must be tied back
- PE kits must be brought to school every Monday and taken home every Friday
- Some pupils who travel to and from school alone via public transport are permitted to bring a mobile phone to school (which must be agreed by the Executive Head Teacher)
- Jewellery should not be worn to school (except items mentioned in the school brochure)
- Watches may be worn at the pupil's own risk, however pupils are strongly advised to leave watches at home on days when they have PE or swimming
- Pupils should not bring their own toys, colouring pens, money etc. to school unless asked as the school provides all the equipment needed by the pupil during the day
- No dangerous items (knives/matches/sharp implements etc.) must be brought to school
- Pupils should never be in the building without supervision by a member of staff
- When moving around the school, pupils should walk quietly and not run.

Rules at playtimes/lunchtimes

Playtime KS1

- Playground equipment is set out and pupils use the equipment under adult supervision
- At the end of playtime, the staff and pupils re-sort the equipment
- Playground rules are discussed at the first assembly of every term and half term, with all staff present in the assembly.

Playtime KS2

- Each class must follow the rota for playtimes with regard to the MUGA and playground equipment
- Sports leaders are responsible for supporting pupils with using playground equipment and also keeping the equipment safely in the shed under the supervision of staff at playtime

- Playground rules are discussed at the first assembly of every term and half term, with ALL staff present in assembly
- The climbing frame area is to be used by pupils who receive a golden ticket.
- Only 5 pupils can use the roundabout equipment at any time and an adult must be present to support turn taking.

Lunchtime

- In KS2 playground, sports leaders are responsible for supporting pupils with using playground equipment and also keeping the equipment safely in the shed under the supervision of mid-day staff and sports coaches
- Midday staff have small books to note a misconduct they have addressed (see stages for reporting an incident) which they report to class teachers; ideally before class lessons start/after the whistle is blown.

Playground rules

- First bell/whistle means **STAND STILL**
- Second bell/whistle means **WALK TO YOUR LINE**
- Pupils should then line up quickly and quietly
- Teachers must be on time to meet their classes.

SEND/Inclusion

For some pupils the school reward and sanction system will not be effective, and teachers will need to apply sanctions and rewards over and above general sanctions and rewards. If this is the case, the pupil's behaviour needs will be discussed with phase leader or SENDCo and additional or alternative behaviour strategies may be put in place.

Appendix A

DETENTION FORM

Child's Name	Class	Date	Reason for Detention	Detention	
				Time in	Time out

Name of Staff:.....

Sign:

Date: