



Eastchurch Church of England Primary School

Best Behaviour Policy

Written: September 2016

Reviewed Annually: Sept 2017

Our school prospectus states:

'Children will learn effectively if they feel happy, secure and successful. They will only do their best when they are committed and involved. We aim to provide an all-round education, which includes attention to attitudes, manners, discipline and confidence.'

We aim to make and keep Eastchurch School a safe place, where children can learn and play without being afraid or worried. So we need to cultivate values consistent with our Christian ethos such as tolerance, respect, kindness, forgiveness and diligence.

The school accepts that the encouragement of positive behaviour, high self-esteem, responsibility and care for others is at the very heart of the school community.

Everybody who is part of the school community needs to be aware of the way we work together, the way we care for and respect each other and the standards of behaviour that are expected. We recognise the importance of clearly stated boundaries of acceptable behaviour, and of all staff responding promptly and firmly to the children who test the boundaries. Consistency and expectation are core issues. However, at times we do positively differentiate the policy for children with specific needs. This is reflected in how the behaviour process is administered. This difference will enable children to achieve the best education at our school and to continue their education in our school. This policy reflects an agreement about the systems and approaches that will help us to achieve an environment where the best chance is given for everybody to reach their full potential academically and personally and share their gifts with all. We recognise the influence of the home, but recognise that the positive, supportive atmosphere of the school and the sense of community, help children to adopt permanent acceptable behaviours. The school therefore promotes the values of mutual respect, self-discipline and social responsibility.

The purpose of this policy is to:

Ensure the wellbeing and safety of all

Protect the school environment

Encourage appropriate behaviour

Discourage inappropriate behaviour

Promote self-control and positive attitudes

Promote an understanding of actions and consequences

All adults within school are role models for children and it is important that they are seen by children to behave according to the principles underpinning this policy. Therefore, this policy is a whole school policy with all members of the team having key roles:

Role of the Executive Head Teacher (EHT) and Heads of School (HofS) in promoting good behaviour

To ensure the school behaviour policy is implemented consistently throughout the school; To report to Governors, when requested, on the effectiveness of the policy; To promote a positive ethos across the school; To sustain a unified approach to staff; To encourage innovation instigated by staff; To value staff contributions; To celebrate and share all good practice across the school community; To be involved in key issues across the school; To encourage responsibility; To be consistent but also open to change; To be aware of children's needs; To be involved with the school community; To keep records and monitor incidents of misbehaviour.

Role of the Teacher, Teaching Assistant and other adults in promoting good behaviour

Be aware of the vital pastoral role the class teacher plays; Be able to demonstrate the importance of a sense of humour and professional enthusiasm; Be able to treat everyone with respect; Be approachable, understanding and prepared to listen; Be able to acknowledge the importance of working as a team; Be able to recognise all problems and achievements as shared responsibilities; Be consistent in the way they deal with behavioural difficulties and rewards; Be able to demonstrate genuine empathy and a positive and caring attitude towards the children they teach irrespective of the children's behaviour. e.g. accepting children, not necessarily their behaviour; Be able to use their professional expertise to build an exciting and motivating curriculum that ensures both challenge and success for each child. Using a wide range of teaching strategies, an awareness of the classroom environment, classroom organisation, curriculum delivery and proper differentiation all help to motivate and provide the right atmosphere for learning and sharing and getting the best out of each other. As a school we recognise all achievements including pupil participation, celebration of good work, acts of kindness. In terms of rewards, a class teacher needs to recognise that overall reward and encouragement should always outweigh sanctions, that whatever emphasis exists should be fair and just. Children should be made aware of the consequences of their actions. The school reward systems such as the Best Behaviour Sun and Clouds in EYFS and Year 1 (Appendix 1) and moving up the Best Behaviour Rainbow ladder in year 2 and KS2 (Appendix 2), stickers, house points, golden tickets, acts of kindness, seeing the EHT or HofS, special assemblies, recognition in the Big Blue Best Behaviour Book and certificates should be used regularly and consistently.

Role of Parents and Carers in promoting good behaviour

The most effective schools have good relationships with parents. Continual contact and partnership with parents, both formally and informally, is seen as the main pivot of all we do to encourage positive behaviour. The relationships, confidence and rapport we build with parents allows us to understand individual pupils better. Any matters can be discussed on a firm basis of mutual understanding and respect. EHT, HofS and staff are available to communicate with parents at all reasonable times. Parents are always encouraged to share in all we do with the children and to understand why we do it. Parents are encouraged to share any concerns at an early stage. Parents are regularly invited to become involved in the school community (school trips, Christmas and Summer Fayres, social activities, book fairs, charity events, reward events). We actively try to use all these situations to bring staff, governors, parents and pupils together for the good of the school and to build teamwork and relationships.

Role of Governors in promoting good behaviour

Governors will support the school in its endeavours to encourage positive behaviour and be kept in touch as appropriate with any special achievements or difficulties. Governors will be informed of any serious behaviour difficulties as soon as they become evident. They will also be informed of any complaints concerning behaviour matters. Again early involvement is seen as the key to monitoring and dealing with difficult situations. Regular contact with children and staff is helpful in building relationships and confidence. Governors have a role to play in monitoring the perceived image of the school generally and the positive behaviour of pupils will influence this perception.

Resources and Environment

Governors, staff and children accept that the way the school looks will influence the respect shown and the pride felt in it. The environment needs to reflect the value we place on the children, and their talents through displays of work. The school should be tidy, interesting and well decorated. This is a whole school responsibility. The school accepts initiatives and ideas to improve the environment from parents, pupils, staff and Governors.

Unacceptable behaviour

This is anything that adversely affects the learning and well being of others. Continuous actions that disturb the learning of others in the class, physical violence, abuse, bad language, spitting, mental cruelty (continual teasing or ganging up), bullying, deliberate disobedience, racism and any other inappropriate behaviour. Such behaviour is considered very serious; parents will be involved in discussions about such problems at an early stage. Such behaviour patterns will also lead us to the child spending time in the 'nest' which will reinforce good behaviour strategies. The help of SENCO and involvement of outside agencies will be considered when necessary and a programme will be set up. A continuing problem may lead to exclusion. These types of behaviour are always reported to the HofS and EHT.

Fixed-term and permanent exclusions

Only the HoSs and/or EHT has the power to exclude a pupil from school. The HofS and/or EHT may exclude a pupil for one or more fixed periods, for up to 5 days at any one time up to a maximum of 45 days in a school year. The HoSs and/or EHT may also exclude a pupil permanently. It is also possible for the HofS and/or EHT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this action.

If the HoSs and/or EHT excludes a pupil, s/he informs the parent immediately giving reasons for the exclusion. At the same time, the HoSs and/or EHT makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

The HoSs and/or EHT informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the HoSs and/or EHT. The governing body has a pupil exclusions committee which is made up of three governors who will have no prior knowledge of the event and no connection with the pupil concerned. This committee will consider any exclusion appeal on behalf of the governors.

When the committee meets to consider an exclusion, they will consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and may consider whether the pupil should be reinstated.

The parent may appeal against the committee's decision, in which case the matter will go before the Pupil Exclusion Appeals committee. This committee is made up of three different governors, who will also have no prior knowledge of the event and no connection with the pupil concerned.

If either committee decides that a pupil should be reinstated, the HofS and/or EHT must comply with this ruling.

Exclusion and the Governors role

We see exclusion as totally negative as far as the individual is concerned. It comes at the end of a process outlined in the procedures followed in Appendix 3a and Appendix 3b when all else has failed. However, exclusion may be found to be eventually necessary as the only way to protect the interests of the other pupils. From the onset of the process shown in Appendix 3a and Appendix 3b it is important that all these matters are recorded and logged. Appendix 3a and Appendix 3b outline the procedures that Governors and HofS and/or EHT would have to follow in the event of exclusion.

Responsibilities

Encourage self-esteem by high but appropriate expectations of the children combined with responsibilities and praise. Recognise that responsibilities we give to children can raise their status in the eyes of the individual's peers. Encourage team, class, school and community effort. Achieve a balance between individual freedoms and a personal responsibility to others. Build on every success.

Our Agreed Golden Rules

1. We will do as we are asked the first time.
2. We will keep our hands, feet and objects to ourselves.
3. We will put up our hands if we want to talk to the teacher.
4. We will always work hard and quietly and try to do our best.
5. We will walk quietly and sensibly about the school.
6. We will talk to everyone in the school quietly and with respect.
7. We will be polite and helpful to others.
8. We will wear our school uniform everyday.

The special responsibilities of midday meal and playtime supervision

The Midday Supervisors have a very special role. We expect children to show the same respect and good manners to Midday Meal Supervisors (MMS) as they do to their teachers. We expect MMS to be 'active' and involved with the children whenever possible; organising games, pre-empting difficulties and seeking support on the playground when needed. Children who do not display Best Behaviour at lunchtime will take time out on a bench. Non-tolerance behaviour will result in a child spending time in the Nest and the MMS will inform the Nest staff who will then relay the information to the class teacher. Good behaviour will be rewarded with stickers. MMS initiatives are actively sought and acted upon. At meetings and on a day to day basis the MMS will be made aware of any particular individual children's behavioural difficulties and kept 'in the picture'. The school accepts that INSET should be provided for MMS as it is for other staff. Incidents at lunchtime should be reported to the Class Teacher.

Finally ...

Children need space to be childish and make mistakes. Humour and friendship are far more effective tools in the development of self-discipline than anger, confrontation, violence and rejection.

Parents are encouraged to inform school of any difficulties their child may be having at home or in school. Our school prospectus states that we do not accept the view held by some adults that children should be encouraged to hit back. Reasoned discussion is always the best way to resolve problems.



Eastchurch CEP School

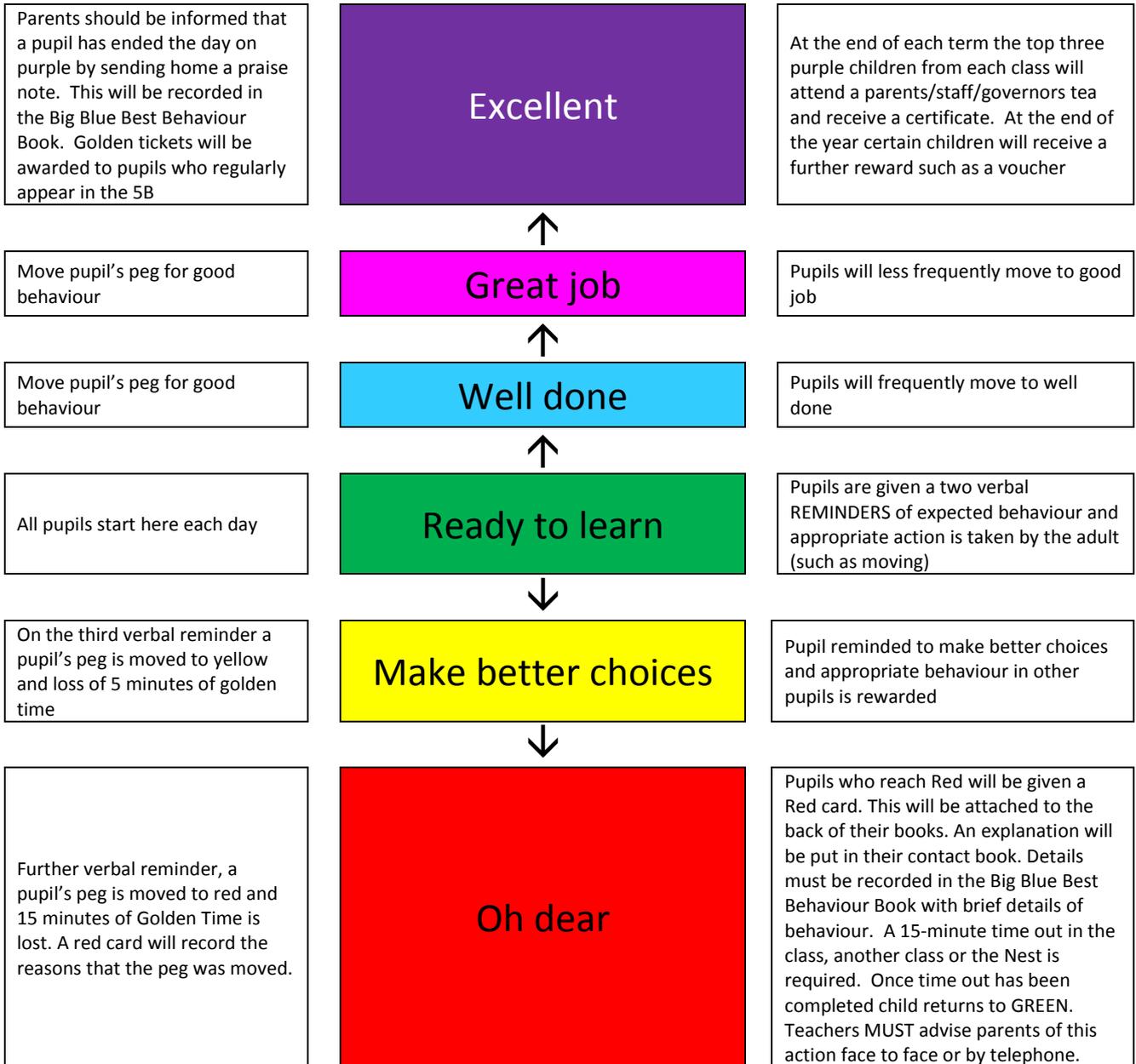
Best Behaviour Procedures

<p>Move pupil's peg to rainbow for good behaviour.</p>		<p>Parents should be informed that a pupil has ended the day on the rainbow by sending home a rainbow sticker or praise note. Equivalent to Purple Excellent on Rainbow Ladder. This will be recorded in the Big Blue Best Behaviour Book. Golden tickets will be awarded to pupils who regularly appear in the Big Blue Best Behaviour Book</p>
<p>All pupils start here each day Move pupil's peg to rainbow for good behaviour..</p>		<p>Equivalent to Green Ready to Learn on Rainbow Ladder. Pupils are given a two verbal REMINDERS of expected behaviour and appropriate action is taken by the adult (such as moving)</p>
<p>On the third verbal reminder a pupil's peg is moved to white cloud and loss of some Golden Time</p>		<p>Equivalent to Yellow Make better choices on Rainbow Ladder. Children are reminded of appropriate behaviour usually by praise of children making good choices.</p>
<p>If a further verbal reminder is given a pupil's peg is moved to grey cloud and loss of some more Golden Time</p>		
<p>If a further verbal reminder is given a pupil's peg is moved to black cloud and loss of all Golden Time</p>		<p>Equivalent to Red Oh dear on Rainbow Ladder. Time out is required. This may be in class, in another class or in the Nest. Teachers MUST ring home to advise parents. Any pupils reaching the black cloud must be recorded in the Big Blue Best Behaviour Book with a brief description of the behaviours. Once timeout has been completed children return to the Sun. Teachers MUST make parents aware of this action face to face or by telephone</p>
<p>A pupil who displays any of the following behaviours can be moved straight to BLACK CLOUD and can be sent to the Nest for the remainder of the day if deemed appropriate and will lose all their Golden Time: Fighting, deliberate disobedience, bad language towards another person, biting, spitting, racial or insulting remarks, violence against others such as punching, kicking, pushing or scratching. This behaviour will be recorded in the Nest Log and Big Blue Best Behaviour Book</p>		
<p>The Big Blue Best Behaviour Book will be given to the Heads of School on a Friday and they will celebrate the pupils on Rainbow termly and by sending home a postcard. They will also track children who have appeared three or more times on the Black Cloud in any week. They will contact parents to discuss concerns as necessary</p>		



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Best Behaviour Procedures



A pupil who displays any of the following behaviours can be moved straight to RED and sent to the Nest for the remainder of the day and will lose all their golden time:

Fighting, deliberate disobedience, bad language towards another person, biting, spitting, racial or insulting remarks, violence against others such as punching, kicking, pushing or scratching.

This behaviour will be recorded in the Nest Log and Big Blue Best Behaviour Book

The Big Blue Best Behaviour Book will be given to the Heads of School on a Friday and they will celebrate the pupils on purple termly and by sending home a letter inviting them to a special celebratory tea party. They will also track children who have appeared three or more times on the Red in any week. They will contact parents to discuss concerns.

Appendix 2



Eastchurch CEP School

Persistent failure to show Best Behaviour Procedures

If a child appears in the Big Blue Best Behaviour Book, for being on the Red or Black Cloud,
three times in one week

then the class teacher will contact parents. The child will be kept behind after collective worship on Monday (or as agreed if the policy is differentiated) by the Head of School and the child will be reminded of expected Best Behaviour.

A clean slate or move to next stage↓

If a child appears in the Big Blue Best Behaviour Book, for being on the Red or Black Cloud,
three times in one week for a second time

then the class teacher will contact parents. The child will be kept behind after collective worship on Monday (or as agreed if the policy is differentiated) by the Head of School and the child will be reminded of expected best behaviour. The Head of School will also explain that the child will spend playtime and lunch time in the Nest on that day (or as agreed if the policy is differentiated).

A clean slate or move to next stage↓

Once a child has appeared in the Big Blue Best Behaviour Book for being on the Red or Black Cloud
three times in one week for a third time

then the class teacher will contact parents. The child will be kept behind after collective worship on Monday (or as agreed if the policy is differentiated) by the Head of School and the child will be reminded of expected behaviour. The Head of School will also explain that the child will spend the whole day in the Nest on that day (or as agreed if the policy is differentiated). The child will also be on Nest report for two weeks. Head of School will advise parents who will be invited to discuss their child's behaviour at the beginning and end of the report period. The Nest Report will detail targets, consequences and adults involved and will be a traffic light for each session. The child will collect their report from the nest immediately after registration each day and report to the Nest at lunchtimes and at 3pm. A clean slate if a child shows Best Behaviour.

[Children will also be given a personal reward card]

A clean slate or move to next stage↓ Appendix 3b

The slate is wiped clean each term however the Head of School reserves the right to waive these procedures on occasion.

Appendix 3a



Eastchurch CEP School Serious Persistent failure to show Best Behaviour Procedures

TEMPORARY INCLUSION in NEST

Further persistent failure to show Best Behaviour despite differentiation of policy and supportive measures above may result in **inclusion for a fixed period of time** agreed with all adults involved. Parents invited to discuss their role in supporting school in a formal meeting with relevant staff including Executive Head Teacher or Head of School.

A clean slate or move to next stage



TEMPORARY EXCLUSION

Further persistent failure to show Best Behaviour despite differentiation of policy and supportive measures above may result in **exclusion for a fixed period of time** agreed with all adults involved. Parents invited to discuss their role in supporting school in a formal meeting with relevant staff including Executive Headteacher or Head of School. Exclusion papers issued to parents by hand or by post. A reintegration meeting will be held. Pupil may return full or part time.

Pupil returns to Nest Report or
may progress to Permanent Exclusion



PERMANENT EXCLUSION

Further persistent failure to show best behaviour continues
Executive Headteacher or Head of School to begin procedures

The slate is wiped clean each term however the Head of School reserves the right to waive these procedures on occasion