



## **Behaviour Policy Principles**

At Easebourne C of E Primary School we recognise, reward and praise effort and good behaviour and support children in a fair and consistent way with a view to modifying undesirable behaviour.

### **Easebourne Essentials - Children**

- We are always respectful and polite towards all members of staff and towards each other
- We follow the Golden Rule
- We use kind hands, kind feet and kind words
- Fighting is not allowed, play fighting is not allowed and we cannot use sticks when we play.
- We are not allowed to climb trees or fences, or to play inappropriately with skipping-ropes or to carry each other around.
- We are honest and we tell the truth
- We don't talk out of turn, we listen in lessons and try our hardest
- We look after our school environment and respect school equipment
- We walk when we move around the school and we are always mindful of others
- We should produce our own set of Class Rules and follow them
- We follow the COVID guidance to keep ourselves and others in our school safe
- We know how to use the Worry Box and we have a trusted adult in school to talk to if things are worrying us

### **Sanctions:**

We know that if we don't follow the Easebourne Essentials Behaviour then there will be sanctions put in place.

- If we hurt another child physically, or with our words, then we may need to miss part or all of a break time and our teacher will speak to our parents and let them know what has happened.
- If our behaviour is serious then we may need to go and see the head teacher.
- If we are disrupting the learning of our friends we may need to work in a different part of the school, or finish our work at break or lunchtime
- Our teacher records all behaviour sanctions for our class.
- If we have regular problems with our behaviour in school we will need to speak to the head teacher.

- If our behaviour makes school unsafe for us or for others, the headteacher may need to suspend us for a period of time (this includes bringing harmful/dangerous items into school (including vapes, lighters or weapons of any kind)

### **Easebourne Essentials – Adults in school**

- Be consistent in the approach taken to pupil behaviour: **ASK, TELL, ACT**
- Follow the guidance in the school behaviour policy
- Promote good relationships between teacher and pupil by using the curriculum and teaching style best suited to the individual child's learning style
- Be aware of their body language when dealing with pupils
- Avoid confrontation or 'no-win' situations
- Try to anticipate problems before they arise
- Provide a safe environment for learning
- Promote self-esteem in our school
- Carry out sanctions fairly and consistently
- Encourage partnership and trust with parents
- Ensure that we always listen to children
- Ensure that the school rules are clearly communicated to all staff, children and parents
- Ensure that all pupils feel valued at school
- Have high expectations of achievement in work and behaviour
- Recognise achievements in and out of school positively with praise and encouragement
- Follow the COVID guidance to keep ourselves and others in our school safe
- When going out on duty, the teacher or teaching assistant on duty must ensure they are ready and on the playground before the children.
- Supervising staff should avoid grouping and spread out across the play area(s) and monitoring 1:1 or identified children during this time
- All behaviour incidents should be logged and a copy given to the head teacher. The class teacher must be made aware of any significant behaviour incidents during break/lunchtime, as soon as the school are back in the building.

## Sanctions:

The following behaviours are some examples of behaviours which warrant a sanction:

- persistent talking out of turn and disrupting lessons;
  - persistent refusal to do tasks;
  - pushing and barging;
  - temper tantrums;
  - insults and harassment;
  - deliberately hurting others physically or verbally;
  - fighting;
  - intimidation or bullying;
  - antisocial behaviour – spitting, swearing, stealing.
  - bringing harmful/dangerous items into school (including vapes, lighters or weapons of any kind
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- If a child deliberately hurts another child physically the child should miss part or all of their next break time. They should stand next to the person on duty for their class. Parents should be informed at pick up. A behaviour log needs to be completed as soon as is reasonably possible. When appropriate (this usually takes time) the child should apologise for their behaviour.
  - If the incident is serious then the head teacher should be informed as soon as possible. A behaviour log needs to be completed as soon as is reasonably possible and a copy given to the head teacher.
  - If a child regularly disrupts the learning in lessons – refer to SENDCo /Headteacher for advice. Teacher to speak to the child's parents if this is a persistent behavioural issue.
  - If a child regularly refuses to do a tasks– refer to SENDCo /Headteacher for advice. Teacher to speak to the child's parents if this is a persistent behavioural issue.
  - Any sexual incident needs to be logged immediately and reported to the head teacher.
  - The school has a **zero tolerance** policy towards racism and any incidents need to be logged immediately are reported to the head teacher.
  - Let the head teacher know when children do something exceptional.
  - If a child's behaviour is proving to be difficult, class teacher should share the information with the rest of the staff (staff meeting minutes) so that all adults are aware and can be supportive.

## **SEND and Vulnerable children**

1. These children may have personal or social problems which need exploring. The class teacher should talk to the SENDCo and/or the Headteacher about their concerns about the best way forward. The child may need 'targeting' on the special needs programme.
2. If the child needs isolating, this will need to be arranged with your TA in an area outside of your classroom
3. Set the child short term goals that can be achieved. Try to build the child's self-esteem.
4. Ensure that you separate the child from the behaviour. Let the child know that you are sympathetic towards them as a person and will listen but make it clear that you will not tolerate inappropriate behaviour.
5. Staff should model good behaviour and avoid shouting and arguing with children, instead following strategies as suggested or seeking assistance.
6. Staff should try to identify any pattern of antecedents leading to a child's behaviour becoming challenging; spotting these early on can enable staff to intervene to avoid repeated behaviours.

## Extreme Behaviour

There will be occasions when a child needs to be physically restrained in the interests of the child's own safety or in the interests of the safety of those around the child. Staff should not avoid using physical restraint because of concerns about any professional impact this might have on them; as long as the response is **reasonable, proportionate** and **necessary**, it is highly likely that a response will be judged to have been appropriate in the circumstances. (Further guidance can be found in the Positive Handling Policy.) When physical restraint has been used, it an incident record should be completed in the Bound and Numbered Book as soon as possible after the incident.

N.B. If a child deliberately hurts another child, staff should consider the circumstances carefully, deciding whether the child responsible should be immediately be sent to the Headteacher, bypassing all stages. The Headteacher will listen to the accounts and assess the situation. Children will be given targets to help them to modify their behaviour. The class teacher will monitor their progress.

To create a whole school approach we must ensure consistency. Staff should focus on looking for good role-models and provide this model themselves.

We endeavour to establish the degree to which a pupil's SEND impinges on his/her ability to manage his/her behaviour and to make this information available to all staff.

Where appropriate, we consult with other professionals in order to be as clear as possible as to whether a pupil's inappropriate behaviour constitutes a 'special educational need' or whether it is occasioned by disaffection, poor motivation or disinterest in school.

We try to ensure that all staff respond appropriately to behavioural difficulties that result from a pupil's SEND and help pupils with such difficulties acquire desirable patterns of behaviour.