Eastcroft Park

Primary School



Positive Behaviour Policy

It is the primary aim of Eastcroft Park that every member of the school community feels valued and respected, and that each member is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school community can work and play together in a supportive and caring way. It aims to promote an environment where everyone feels happy, safe and secure.

Eastcroft Park has a number of school rules, but the primary aim of the behaviour policy is to promote positive relationships, so that all members of the school community can work together with the common purpose of helping each other to enjoy and engage in a positive learning environment. Emphasis is on personal development, self respect and the positive contribution that each individual can make to the school community as a whole; with positive behaviour being seen as the responsibility of all members of the school community.

School Aims:

- **Be safe!**
  - We will all behave in ways that keep ourselves and our peers safe and free from harm whether that be verbal, physical or mental. We will behave in a manner that encourages positive relationships with our peers and all school staff.
- **Be Kind!**
  - We will all show and encourage respect for others and look after everything around us. We will recognise when we, or others around us, need help with our wellbeing or mental health. We will actively participate in all areas of school life and the life of the wider communities we live in; making the most of every opportunity to make a positive difference.
  - We will work together to build self esteem, promote individuality and value the contributions of everyone in our school community. We will respect the right for each of us to be an individual and allow others to follow beliefs that we ourselves may not share.
- **Be ready!**
  - We will be constantly prepared and ready to learn and engage with all elements of school life. We will all be prepared to have a go even when we find things difficult. We will build resilience and determination. We will learn to regulate our emotions so we can tackle life's challenges. We will take the opportunity to follow and develop our existing interests whilst being prepared to try new things by taking risks and challenges; ensuring that we never settle for less than our best. We put our own emotional wellbeing and mental health at the forefront of all that we do, so that we can achieve our full potential.
  - We will be motivated and make every effort to reach our learning goals with the support and commitment of the whole school community; pupils, parents, staff and friends. We will use our pupil voice positively to participate in decisions that affect us both as individuals and our community as a whole.

Our school aims underpin the behaviour policy and we endeavour to consistently promote them; ensuring that the school community works together to maintain and build on the safe, secure and happy learning environment that we believe Eastcroft Park to be. Our policy uses a system of rewards and sanctions to promote a respectful learning environment.

Rewards

At Eastcroft Park we believe that good behaviour is essential for effective learning to take place and understand the importance that praise and reward have in achieving this. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

'Star of the day/week'

The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of raffle tickets. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- particularly good work/effort
- staying on task etc.
- displaying good manners
- displaying a caring attitude towards others
- following school/playground/class rules (without prompting)

When awarding the dojos the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'.

Once awarded a dojo can never be withdrawn.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

At the end of the day, the teacher can allocate "Star of the Day" from the recipients of the dojos and they are awarded a reward.

At the end of the week, the teacher can select from the group of most successful dojo winners throughout the week to choose the weekly winner who is awarded "Star of the week" and allowed to choose a prize out of the class prize box.

Proud Parade

If a child had completed an exceptionally good price of work then their teacher may decide to take them on a proud parade; this is where the child is escorted to another class/teacher/Deputy head or Headteacher to showcase their work and receive stickers and/or praise.

Praise Assembly

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. These include pupil of the week (2 per class), science award, The Kirkby Child Award and the Headteacher award. Class Certificates are awarded for the class with the best attendance and punctuality and assembly stars are awarded by all staff present and the

'Pupil Leadership Team' (PLT) to those children who have enthusiastically celebrated the achievements of others.

Whole School Rewards

Over the year the school recognises all the achievements and in addition ensure that children also receive:

- Termly awards for punctuality and attendance.
- Certificates in recognition of Dojo milestones (50, 100, 200, 300, 400 & 500 dojos)
- Recognition of services to the school (monitors, school councillors, digital leaders etc)
- End of year trophies and certificates (Good Egg, Achievement, Progress and Most Improved).
- End of year sports awards (school representation, fairplay award and the sports achievement award).

Supporting and Understanding Pupil Behaviour

At Eastcroft Park we believe that a positive learning environment is essential if children are to achieve their full potential. The school approach to behaviour is a positive one, however it is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils. In some situations the use of sanctions may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils is used throughout the school to ensure that all inappropriate behaviour is dealt with in a consistent, appropriate and fair manner.

Sanctions

1. **Dojo System and Verbal Warnings:**

- Praise other children who are behaving correctly – use dojo points to reinforce correct behaviour;
- Direct reminder to the child of the behaviour expected;
- Direct verbal warning - child must be informed of the next step if the inappropriate behaviour persists;
- If behaviour persists then the child moves to a consequence.

2. **Timeout:**

- Children are told to leave the room for 5 minutes and remain in the designated area for a period of reflection (area is dependent on age/needs of the child). Children should be made aware of the length of the time out and be allowed uninterrupted time to calm down/reflect on their actions.
- Children should be spoken to by the teacher AFTER the period of calm/reflection and should be reminded about the change of behaviour necessary to be able to return to their own table.
- If the behaviour continues, becomes a regular occurrence or there is a serious incident then the child should be informed of the next step – Timeout B.

3. **Timeout B: Removal to another Class**

- All timeout Bs should be recorded on CPOMs and alerted to members of the SLT who will continue to monitor.

- Parents will be informed at the end of the day/via email as to when and why the child was removed. Reasons for the removal should be clear and unambiguous - *tore up …… work', 'thumped ……. in the back', 'refused to sit for story*' and can include reference to previous sanctions.
- If behaviour continues then the child must be referred to the Headteacher. A letter to parents will be sent home to inform them that their child will be placed on Weekly Report.

4. Weekly Report Card

- In discussion with the class teacher and child, the child will be provided with unambiguous and, above all, **achievable** targets (maximum of three) .
- There should be clear consequences for breaking the agreement e.g. exclusion.
- Daily feedback on progress should be given and targets reviewed, either:
  - to make targets more difficult as behaviour improves
  - to set new areas to tackle or
  - to remove completely from report.
- All completed report cards should be stored in the class behaviour file.
- The Report Card will be photocopied and sent home at the end of the week. If insufficient progress has been made then the parents will be asked to meet with the class teacher and Headteacher to discuss the next steps. (Copy on Staff shared drive)

5. Head teacher Intervention

This may be as a result of insufficient progress towards the Report Card targets or as a result of a particularly serious incident/incidents.

- Parents will be informed that their child is in serious breach of the school code of conduct and that Head Teacher Intervention is now necessary.
- All Head Teacher Intervention sanctions will be decided by JW but may result in exclusion.
- All information to be stored on CPOMs and in the child's personal records.

<u>Managing Behaviour at Playtimes/Lunchtimes</u>

Our expectations of appropriate behaviour at playtimes and lunchtimes is in line with our aims and principals regarding positive behaviour. All members of our community have a responsibility to ensure that children maintain the right to a safe and secure environment in which to eat and play.

- Children should leave classrooms and move to the playground in an orderly manner; including walking on the left hand side of the corridor in a 4S line.
- Movement between the playground and dinner hall should be orderly, with children walking on the left of the corridor. When children are waiting outside the dinner hall they should be in an orderly line, not leaning on displays and be respectful to the children and staff around them.
- Whilst in the dinner hall children should move around in a calm manner, with an awareness of those around them. They should collect their dinner in a sensible manner and they should be complemented and praised for exhibiting appropriate manners (thank you to the catering staff, using a knife and fork, not talking with their mouth full etc.)
- All children should remain in their seats whilst eating.
- Children should be encouraged to see eating with others as part of their social development, and therefore should be encouraged to talk to others; yet understand the importance to their safety of a reasonable noise level.

- Children should be encouraged to respect the lunchtime environment and should be complemented for leaving their table and surrounding area in a clean and tidy manner.
- All playtime equipment (inside or out) should be used for the purpose it is intended
- Monitors should be supported in their role. They should talk to and treat other children with respect and expect the same response.
- If a child is asked to do a job (within a classroom) or kept in to finish work then they should be supervised at all times.
- All positive behaviour (inside or out) should be praised and rewarded using the dojo system
- Any incident/issues should be approached in a calm, positive manner with the intention of de-escalating any situation
- At the end of playtime/lunchtime the whistle should be blown 3 times. Children should respond by standing still and in silence. (See appendices)
- All playtime equipment (inside or out) should be returned to the appropriate place.
- Children should, when asked, walk to their line and wait in a 4S line. (See Appendices)
- Class teachers should collect their classes on time and promote the 4S line as the children move through the school to their classroom.

Inappropriate behaviour on the playground should be dealt with in a similar manner to the classroom.

- Praise other children who are behaving correctly – use dojos to reinforce correct behaviour.
- Direct reminder to the child of the behaviour expected.
- Direct verbal warning - child must be inform of the next step if the inappropriate behaviour persists.
- If behaviour persists then the child moves to Timeout.

Timeout: The Wall

- Children to be placed on the wall for a calm down/reflection period for 5 minutes.
- Children must be allowed a period of uninterrupted calm/reflection time. The child will be spoken to by a member of welfare staff and reminded about the rules and expected behaviour. The child will then be allowed to return to play.
- Class teachers must be informed of all timeouts.
- If the behaviour persists or is of a more serious nature then the child should be moved to Time Out B/Head Teacher intervention; incidents will be logged on CPOMs by the class teacher.

To encourage and support all members of the Eastcroft Park community to create a safe, secure, inclusive and supportive environment the school will:

- Ensure that all members of the community are treated in a consistently fair manner by promoting the aims of the school and following a consistent approach to developing children as confident and positive members of the school and wider community.
- Expect all members of the community to have high expectations of both their own and others behaviour.
- Involve all members of the school community in developing school, playground and dinner hall charters.
- Display all school, playground and dinner hall charters in the appropriate areas.
- Display positive images/language that affirms the school's approach to behaviour and respect for themselves and others.

- Promote and encourage children to work together to create a class charter which will then be displayed.
- Develop a code of conduct (with input from all members of the community) that stresses the development of mutual respect and responsibility for all members of the school community; giving both staff and children clear boundaries in which to work.
- Support all members to reach their full potential by ensuring that they are supported in developing an understanding of the clear link between behaviour, enjoyment and progress.

Positive Handling

Good personal and professional relationships between staff and pupils are vital to ensure a positive school environment. It is recognised that the majority of pupils in our school respond positively to the school's behaviour policy. This ensures the well-being and safety of all pupils and staff in school. However, it is also acknowledged that in very exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

The school's Positive Handling Policy ensures that all staff in this school:
(i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
(ii) Are provided with appropriate training to deal with these difficult situations.

Please see the Positive Handling Policy.

Specific Support: Working with individual/small groups of pupils with complex needs

At Eastcroft Park we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met. We are an inclusive school and therefore reasonable adjustments will be made to the positive behaviour policy in order that all children should have the opportunity to thrive.

- **Managing Transition**: Some of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between lessons). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.
- **Visual Support**: Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, smiley face charts and PECs (Picture exchange communication system) can also be used.
- **Sensory Support**: Some of our pupils have complex sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the different between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a pupils sensory needs and from this a targeted sensory support plan can be written to support the pupil.
- **Social Stories**: Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- **Protective behaviours**: provision is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed. Targeted support is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.
- **Use of staff/targeted Support**: If necessary, staffing provision is allocated to allow for 1:1 support in lessons, transition and play times.

- **Personal Provision Plans; Behaviour Support Specific**: These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- **Proactive Interaction**: The school will seek support and advice to ensure that pupils with a diagnosis of Autism, ADHD, SLD, PDA, Communication difficulties or multiple learning difficulties are receiving the correct personalised provision.
- **Therapies**: At Eastcroft Park we are able to offer pupils 1:1 sessions with our Learning Mentor and also liaise with /refer children to outside agencies for counselling/ therapeutic services.

Bullying and Harassment

At Eastcroft Park we strive to ensure that our pupils feel safe and happy at school. Eastcroft Park School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated and positive behaviour is promoted.

Complaints Procedure:

Parents/Carers - Chain of Communication

At Eastcroft Park we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school as outlined below:

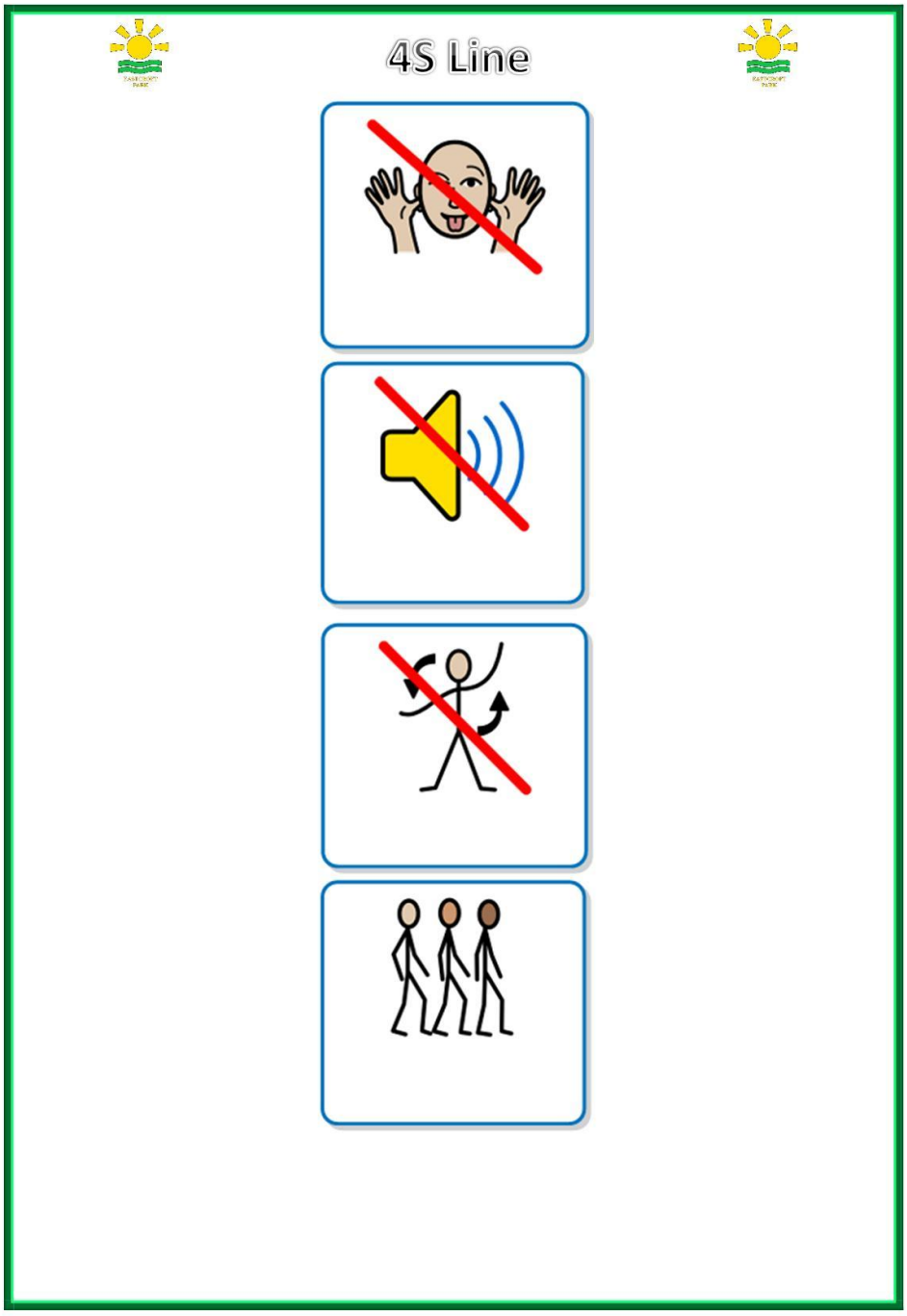
1. Class Teacher: All class staff are trained in the first instance to give priority to pupil/parent concerns and to record and pass on appropriate information, if needed to senior staff.
2. If you wish to take matters further then you may wish to contact a designated member of the Senior Leadership Team:

Amanda Barry: School Learning Mentor /Designated Child Protection Lead
Jane Woods: Deputy Headteacher/LA children
Louise Lyons: SENDco/ Designated Child Protection Deputy
Julie Withey: Headteacher /Designated Child Protection Deputy

If the matter is still not dealt with to your satisfaction, then the school's Chairman of Governors, **Catherine Stockford**, can be contacted through the school office.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers may wish to refer to the School's Complaints Policy and Procedures for guidance.

Appendices:



4S Line

Sensible



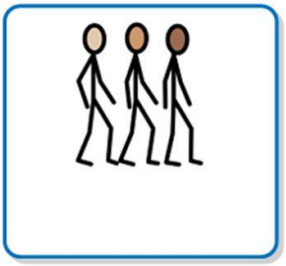
Silent



Still



Straight



Give me 5!

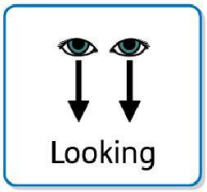
Sitting properly



Still



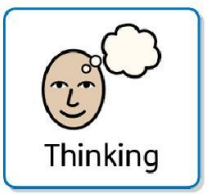
Looking



Ready to learn



Thinking



PE Routines

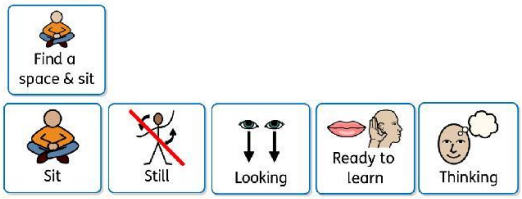
Be Kind, Be Safe, Be Ready

Throughout the lesson, calmly use the script of remind, warn, consequence.

1. Children enter the hall in silence (4S line).



2. Children find a safe space, sit down in silence, facing the teacher (for younger children they may sit on a spot or in a hoop). Children show that they are looking and listening. Give me 5.



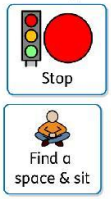
3. Objectives/activities shared with the class, teacher/child model activity and expectations.



4. Activities start with Stand, Ready, Go.



5. When Stop is used, either during the lesson or at the end, children will stop and sit in a safe space, in silence.



Consequence sitting out of the lesson on the bench.

Playground routines - script

Be Kind, Be Safe, Be Ready

5 min before the end of playtime monitors collect and tidy away equipment.

Member of staff on duty blows the whistle. Other staff spread out across the playground.

Whistle 1



Stop



Silent



Allow children time to follow the instructions. Do not start shouting immediately. After a minute, give a reminder, other staff calmly naming child/children if necessary.

Stick to the script.

'Billy this is a reminder, you need to stop and stay silent'. Give a moment for Billy to correct.

Billy continues-"Billy this is now a warning, if you do not stop and stay silent you will miss part of your next playtime." Give one warning only.

After a moment to correct, continue to Whistle 2. Do not move to Whistle 2 until all children have stopped and are silent. If an individual child such as "Billy" continues, direct another member of staff to speak to them to issue the consequence calmly.

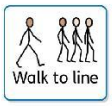
"Billy, you have been given a reminder and a warning but you haven't followed the instructions. You will now have a consequence of missed playtime."

Whistle 2



Playground routines - script

Walk to line.



Silent



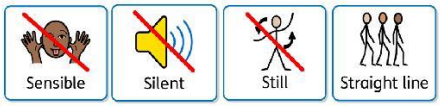
Whistle 3



Ready



Check 4s line-walk to class.



For the end of each playtime follow the steps outlined for Whistle 1.

Lunchtime- all children follow step 1 regardless of the time that their play ends.

A member of teaching staff is responsible for blowing the whistle.

Staff should arrive on the playground promptly at the end of each playtime.