



eastbury  
primary  
school  
*Succeeding together*

# Behaviour Policy

Including our Anti-Bullying  
Policy

Approved: Spring 2019

Review: Spring 2021



*Succeeding together*

## CONTENTS

1. Purpose of policy
2. Eastbury Values
3. Aims of the policy
4. Responsibilities
5. Classroom Rules
6. Playground Rules
7. How do we encourage good behaviour?
  - Stay on Green
  - Stay on Green in Early Years
  - Celebration points
  - Star of the Week
  - Afternoon Tea
  - Golden Table
  - Lunchtime stickers
8. How do we deal with misbehaviour?
  - Sanction stages
  - Nursery sanctions
  - Reflection forms
  - Resolving conflict
  - Exclusions
9. Anti-Bullying
10. Racial and Sexual Discrimination and Harassment
11. Physical Restraint
12. Monitoring and Review

## 1. Purpose of policy

At Eastbury, our aim is for every child to achieve their full potential. This policy provides a framework for creating a happy, secure and orderly environment in which children are able to achieve this aim. It is written for the benefit of all members of the school community so that everyone understands the policy and is able to apply it consistently and fairly.

## 2. Eastbury Values

At Eastbury, we promote six core school values. These are:

**Aiming high**

**Enjoyment**

**Respect**

**Resilience**

**Creativity**

**Teamwork**

The realisation of these values at individual and institutional levels will be the goal of all children and adults in our school, building a school culture and ethos that promotes excellence and enables every child to achieve their full potential.

## 3. Aims of the Policy

- To treat everyone, regardless of gender, social or cultural background, disability, sexual orientation, race or religion as being of equal value
- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that every child learns to accept responsibility for his/her own behaviour
- To set clear boundaries of acceptable behaviour
- To help children, parents and staff have a clear and consistent understanding of acceptable behaviour at our school

#### 4. Responsibilities

Children's responsibilities are to:

- Work to the best of their abilities and allow others to do the same
- Follow instructions given by a member of staff
- Treat others with respect and listen when somebody is talking
- Be honest
- Not to touch any other person without permission
- Take care of property and the environment in and out of school
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Staff responsibilities are to:

- Treat all children fairly and with respect
- Raise children's self-esteem so that they can achieve their full potential
- Create a safe and pleasant environment both physically and emotionally
- Use rules and sanctions clearly and consistently
- Be a good role model and promote the Eastbury values
- Form good relationships with parents so that children can see that the key adults in their lives share a common aim
- Recognise each child as an individual and be aware of their special needs
- Respond rapidly and appropriately to all serious behaviour incidents, including bullying
- Provide opportunities for pupils to discuss behaviour and ensure that each child has a 'fair' hearing

Parents' responsibilities are to:

- Make children aware of appropriate behaviour in all situations

- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Foster good relationships with staff in the school to ensure consistency
- Support the school in the implementation of this policy

## 5. Classroom Rules

Each class has a set of classroom rules, which are discussed and defined with the children, based on the school values and the children's responsibilities set out above. The agreed classroom rules must be displayed in each classroom at the start of the school year.

## 6. Playground Rules

To encourage good behaviour in the playground the following rules are followed:

- Show respect to staff and other children
- Be gentle and play nicely with others
- Keep hands and feet to yourself
- Tell an adult if you are upset
- Be kind, honest and helpful
- Listen to others before speaking
- Care for our school equipment

At the end of playtime and lunchtime, a member of staff rings the bells, which signals to pupils to stop what they are doing, stand still and remain silent. A second bell is then rung which signals to pupils to walk quietly to their lines. Teachers will wait in identified areas ready to organise/prepare children for learning and escort their pupils back to the classroom.

To ensure opportunities for poor behaviour is limited pupils should be collected promptly from the playground at the end of play and lunch time. Staff should be prepared to collect their class from the playground five minutes before the bell rings (which provides an opportunity for midday assistants to feedback any behaviour concerns to classroom staff).

## 7. How do we encourage good behaviour

We encourage good behaviour in the following ways:

- An emphasis on drawing attention to the behaviour which we wish to develop. There should be consistent and public praise of good behaviour in order to reward the person who is doing well and encourage others to emulate that behaviour
- By making clear our expectations of good behaviour through the Eastbury values and

classroom rules

- Through PSHE lessons, circle time and assemblies
- Through special days and events, such as Children's Rights Day and Anti-Bullying Week
- Encouraging children to take responsibility for their own actions and behaviour
- Through a combination of individual and group rewards, including 'Stay on green', celebration points, individual stars of the week, invitations to afternoon tea on Fridays, the golden table and lunchtime stickers (see sections below for further information)

### **Stay on Green**

The 'Stay on Green' system encourages children to make positive choices about their behaviour and in demonstrating the Eastbury values, and to be recognised for doing so.

The following colours provide positive reinforcement:

- For every child who is on green all day 1 celebration point is awarded to the class. If the whole class is on green all day an additional 10 celebration points are awarded.
- If a child is on green all week a bronze card is awarded, as well a bronze sticker from the class teacher
- If three bronze cards have been given (not necessarily in consecutive weeks), a silver card is awarded, as well a silver sticker from the class teacher
- If three silver cards have been awarded, one of the Co-Headteachers will come to the class to award a gold certificate.

### **'Stay on Green' in Early Years**

At the start of each session in Early Years the children's photos are displayed on the green circle. If children make the right choices and show acceptable behaviour throughout the day they stay on green and green stickers are given. Children who display good behaviour make an excellent effort to make the right choices have their photo moved up to silver. Children who continue to display good behaviour and make a continuous effort to make the right choices can then be moved onto gold. Children are immediately rewarded with a silver or gold sticker and a log of children's behaviour is kept. When children have achieved three times on silver they are rewarded with a silver certificate. When children have achieved three times on gold they are rewarded with a gold certificate and badge.

### **Celebration points**

The awarding of celebration points is a whole school reward system. Children will be rewarded with celebration points for demonstrating the Eastbury values. Any member of staff can hand out celebration points at any time (including playtime and lunchtime).

The class teacher will retain a tally of celebration points. The winning class with the largest total of celebration points will then receive a trophy to keep for the week, to be handed out during celebration assembly on Mondays/Tuesdays.

### **Star of the Week**

The aim of the 'Star of the Week' is to recognise significant improvement in behaviour and learning

or sustained positive attitude towards learning. The award of the 'Star of the Week' should be clearly linked to demonstrating one of the Eastbury values.

Each Friday the teacher identifies a child (or, where appropriate, children) to be awarded 'Star of the Week' and that child will receive a certificate during their celebration assembly on Monday/Tuesday.

### **Afternoon Tea**

Every week a democratic vote is held in each class for the pupils to nominate who they feel has demonstrated "British Values". The child with the most votes then joins the Co-Headteacher for afternoon tea on a Friday.

### **Golden Table**

Every half-term, one child from each class will be selected by the class teacher as a role model of the Eastbury values and excellent behaviour. The child will be served lunch on the golden table by SLT.  
Lunch Time Stickers

The aim of the sticker reward is to provide mid-day supervisors with a quick and easy method of rewarding positive attitude and behaviour.

Each midday assistant encourages pupils' positive behaviour and attitude by presenting pupils with a sticker. Lunchtime stickers are also distributed for good eating and representing good table manners. Midday assistants can also award celebration points.

## **8. How do we deal with misbehaviour?**

While the emphasis is always on encouraging positive behaviour, there is a formalised system for dealing with instances of misbehaviour.

Staff address misbehaviour by using the stages set out in the table below. All stage 2 and above behaviour incidents are recorded on the school's 'Safeguard' system, setting out the behaviour and the consequences (including discussion with parents).

### **Sanction Stages**

	<b>Behaviour</b>	<b>Consequences</b>
Stage 1	Breaking class or playground rules Other low level misbehaviour	Give verbal warning Move to amber on 'Stay on green' chart

Stage 2	Repetition of the previous behaviours Refusal to work or follow adult instruction	Send to time-out area (pupils are not to stand outside the classroom). In classes, there is a separate time-out table; at playtime, children stand separately against the fence; at lunchtime there is a time-out table with a member of staff Child completes a reflection form Move to red on 'Stay on green' chart Class teacher to inform parents
Stage 3	Child persists in displaying disruptive behaviour following stages 1 and 2 Child refuses to follow instructions to go to time-out area Child is obviously in a state of anger or has high anxiety levels and is unable to cope within the classroom environment.	Send to Leader of Learning (or call SLT if unavailable)
Stage 4	Child persists in displaying disruptive behaviour following stage 3 Serious aggressive and violent behaviour Racist or homophobic behaviour/language Bullying behaviour	Refer to SLT to consider appropriate sanction, including internal exclusion (see below), referral to external agencies, behavioural interventions, home-school communication books and setting up an individual behaviour plan Inform parents
Stage 5	Continue to break rules following an internal exclusion Very serious behaviour incidents	External exclusion authorised by Co-Headteacher (see below)

### **Confiscation**

Any item which is harmful or detrimental to school discipline will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Nursery Sanctions**

Children start every session on green. If children break the rules, they will first be spoken to by an adult (this is a first warning). On a second occasion children will be moved onto orange and a time out will be given (this is 3 minutes for nursery aged children). Children will be encouraged to apologise and make the right choices. If the child's behaviour continues to deteriorate the children's photo will be moved onto red a further time out will be given and parents will be informed. Children always have the opportunity to turn their behaviour around and move back to green within the session.

### **Reflection forms**

The reflection forms at Appendix A are completed by children in the time-out areas of the classroom and/or on the time-out table at lunchtime. They should be filed in the teacher's class folder for reference.



### **Resolving Conflict**

Where there is conflict, each child is given the opportunity to explain his or her side of the story without interruption. The other children involved have to listen and wait their turn. They are encouraged to maintain eye contact.

Each child has a turn to say:

- What the others have done to upset them
- How they feel about it
- How they would like they to behave in the future

No one is allowed to interrupt or argue. The role of the adult is to ensure that each child has a 'fair' hearing and hopefully discover the truth. If the children cannot resolve the conflict after a reasonable time, then the adult must decide on the appropriate action to take.

Without clear evidence from another adult it is sometimes impossible to resolve a situation. Children have to understand that the adults cannot take sides or believe one child's story over another.

### **Exclusions**

When a child is internally excluded (stage 4) they will remain on the school premises for the duration of the exclusion. They will be provided with work and supervised by a member of staff. They have not contact with any other children in school, which means they follow alternative break time arrangements and take their meals away from the school dining hall.

When a child receives a fixed term exclusion (stage 5) they are not permitted on the school premises during the school day for the duration of the exclusion. Parents are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the child returns to school, the parent will have a re-integration meeting with their child and the Co-Headteacher. All details of the external exclusion, and how to appeal against it, are always given to the parent in writing at the start of the exclusion. The London Borough of Barking and Dagenham is always informed of external exclusions and they are reported to Local Governing Board meetings.

Permanent exclusions are given when a child has been involved in an incident of such severity that the school no longer feels it is appropriate to educate the child. DfE guidelines are always followed and the parent is supported throughout the process.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with the sanctions set out in this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

## **9. Anti-Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Our children are made aware that as a school we do not tolerate any child making another child's life unhappy and they are encouraged to discuss any concerns or worries as it arises with an adult.

On the rare occasions that bullying is reported, such reports are always taken seriously. The course of action following the report of an alleged case of bullying is as follows:

- Teacher informed regarding alleged act of bullying by either parent or child
- Teacher informs SLT and records on 'Safeguard'
- Victim interviewed and course of action decided. (It is important that the victim is fully involved in deciding the future course of action and not made to feel frightened or intimidated.) This will take place as soon as possible after a case of bullying is reported.
- Allegations investigated
- Parents of victim and any perpetrator(s) contacted as appropriate
- Sanctions implemented as appropriate – including a reprimand and warning from SLT
- Arrangements for monitoring situation put in place

If, after a reprimand and warning from SLT, bullying persists then sanctions including missing playtimes and internal exclusion will be applied. If, despite the implementation of these sanctions, bullying persists, then the child concerned may be externally excluded in accordance with London Borough of Barking and Dagenham procedures.

A child-friendly anti-bullying policy is available to all children and parents, and is published on the school website. The importance of anti-bullying is reinforced through class discussions and circle time, assemblies, PSHE lessons and an annual Anti-Bullying Week.

## **10. Racial and Sexual Discrimination and Harassment**

At Eastbury, we believe that everyone should be treated with respect and courtesy. Consideration should be given to other people, their feelings and their opinions. There is no place for discrimination or harassment on the basis of gender, ethnic origin, sexual orientation, culture or religion in our school.

We celebrate the diversity within our school, and encourage and support children to develop non-discriminatory attitudes. Our curriculum provides the opportunity for children to develop a wider understanding of religious and cultural differences through PSHE, RE, History, Geography, Vote for Schools, circle time and special events such as our half-termly cultural/religious special assemblies and our annual International Week.

All reports of racial and sexual harassment and discrimination are dealt with using the same process set out for bullying above. Children should always feel that the adults around them will support them and deal with the issue.

## **11. Physical Restraint**

Physical restraint will only be used to prevent a child from harming him or herself, other people or property. It will be used when other de-escalation strategies have proved unsuccessful and the child told clearly that they will be restrained. Staff should not put themselves at risk and restraint should involve minimum force. All staff who use physical restraint will have received specialised training in its use.

This is set out in the School's Positive Handling Policy.



## **12. Monitoring and Review**

All stage 2 and above behaviour incidents are recorded on the school's 'Safeguard' system. Separate records are kept of any bullying and racist incidents, and of any external exclusions.

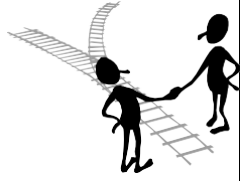
It is the responsibility of the Local Governing Board to monitor the rate of bullying and racist incidents and of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Local Governing Board reviews and approves this policy on a biennial basis, taking account of Government regulations. The Co-Headteachers monitor the effectiveness of this policy on a regular basis and report to the Local Governing Board with recommendations for any further improvements.

**APPENDIX A – Reflection Sheet for Key Stage 2**

<b>Reflection Sheet (KS2)</b>		
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
This is what happened (My side of the story)		
This caused the following to happen:		
What could you have done differently?		
What could you do to sort things out?		
Which of our rules have you broken?		
<b>Signed:</b>	<b>Date:</b>	

**APPENDIX 3 – Reflection Sheet for Key Stage 1**

<b>Reflection Sheet (KS1)</b>		
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
This is what happened (My side of the story)		
I am sorry for:		
What could you do to make things better?		
Which of our rules have you broken?		
<b>Signed:</b>	<b>Date:</b>	