



Positive Behaviour Policy

WHY?

At Eyrescroft, we believe that it is important that praise and reward should have great emphasis. Children will achieve more, be highly motivated and behave well when staff commend and reward their successes rather than focus on their failure.

WHAT?

This policy forms part of Eyrescroft Primary School's whole school behaviour policy. It is a fair and consistent framework for issuing rewards and sanctions.

HOW?

<p style="text-align: center;">General</p>	<ul style="list-style-type: none"> • Positive comments can and should be entered on pieces of work. • Written School Reports should comment positively on good work, behaviour, involvement in and general attitude to school life. • Recognition can be given to the success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc. • Children's work should be displayed as much as possible both in the classroom and corridors of the school. • Visits to the Head of School/Assistant Head of School for recognition of good learning behaviour should be common practice. • Specific privileges can be awarded to individuals/groups of children, e.g. the use of school facilities (computers, library, games equipment, etc.). • Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School Council etc. <p>Above all, praise and encouragement in and out of lessons should be used as much as possible.</p>
<p style="text-align: center;">Rewarding good behaviour</p>	<p>Super Stars!</p> <p>As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Stars' that may be awarded, by any member of staff, for any actions or attitudes which are deemed noteworthy and may include :-</p> <ul style="list-style-type: none"> • Good behaviour • Particularly good work/effort. • Displaying good manners. • Displaying a caring attitude towards others. • Positive learning behaviours e.g. perseverance with task etc. <p>When awarding the 'Stars' the member of staff should reinforce the good behaviour e.g. 'You are a Star for waiting so patiently'. Once awarded a Star can never be deducted (see Sanctions). 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 them, staff may choose to reward the child on task rather than apply a sanction to the child who is not. The reward system works as follows:-</p> <ul style="list-style-type: none"> • Children aim to receive 25 stars per term. Once they have received 25 stars and have them on the class star chart they visit the Head of School and get a Sticker. • All children that earn 25 stars by the end of term will be invited to a 'star Afternoon' by the Head of School. This afternoon will be a treat with the Head of School, e.g. tea party, extra playtime with hot chocolate and cookies or games afternoon. <p>A 'star' can be awarded by any staff member to any child at any time. All staff should carry 'stars' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.</p> <p>Star of the Week</p> <p>Children working hard will be rewarded weekly by achieving a star of the week award. Each teacher will nominate a child fortnightly who has tried particularly hard with a piece of work and they will receive a star of the week award in assembly. Children will bring their piece of work to share and parents will be invited to the assembly to share the children's success.</p>
<p style="text-align: center;">Sanctions</p>	<p>In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.</p> <p><u>Note</u></p> <ul style="list-style-type: none"> • Significant Behaviour incidents should be recorded on ScholarPack, including follow up actions. • ScholarPack will be used by all the adults so that behaviour can be monitored by the Senior Leadership Team (SLT). • Eyrescroft Primary School is committed to ensuring that all our staff and adults with responsibility for pupil's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DCSF guidance. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. <p>We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:</p> <ul style="list-style-type: none"> • Provide clarity and consistency of suitable responses. • Minimise disruption to others, especially teaching and learning time. • Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied. • Allow early involvement of parents, phase leaders, Assistant Head of School, SENCo and support agencies. • Do everything reasonably possible to avoid exclusion from school. <p>When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child</p>

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

Use following system of strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

1. Time Out A - in a designated area in the classroom for a 5 minute time out with timer.
2. Time Out B – to another classroom (time out for 10 minutes with a timer, class teacher's responsibility to log on scholar pack).
3. Time Out C - SLT (any SLT, preferably one that is out of class at the time, time out for the rest of the lesson, this may result in the child missing some of their playtime or lunchtime and is at the SLT members discretion).
4. Sent to Assistant Head of School.
5. Sent to Head of School.
6. Internal seclusion within school – up to 3 days.
7. External seclusion at Highlees Primary School - up to 3 days.
8. Fixed term exclusion from school.
9. Permanent exclusion from school.

At lunchtimes there will be a behaviour room. This will be overseen by a member of the behaviour team and a member of the SLT. If you feel a child needs to spend some time in the behaviour room at lunchtime, you must speak to the behaviour team or SLT member that is on duty that day. Mid-day supervisors may send children into the time out room if there is an incident on the playground that cannot be resolved outside. All incidents leading to a child having a time out at lunchtime will be logged on scholar pack by the member of the behaviour team on duty.

Yellow Letter

If a child has made poor choices at lunchtime on a regular basis or there has been a severe incident a child may be put on a 'yellow letter'. This then means that the child will miss all of their lunchtime and then will earn back the privilege of lunchtime. The amount of time that the child has each day to build up to having their whole lunchtime back will be at the discretion of SLT and all incidents resulting in a yellow letter will be logged on scholar pack.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances fixed term and permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

(this list is not exhaustive)

WHO?

- **All staff in school are responsible for responding to good and poor behaviour choices.**
- **The member of staff** who deals with a Category 2 behaviour should log it on ScholarPack.
- **The member of staff** who deals with a Category 3 and 4 behaviour should log it on ScholarPack and refer to Assistant Head of School for follow up.
- **The Safeguarding Team** is responsible for supporting staff, monitoring children and liaising with parents if problems are severe or ongoing.
- **Class teachers** are responsible for communicating children's behaviour to parents if it is resulting in daily time outs.
- **LBP** will review rewards and sanctions annually.
- **Senior Leadership Team** will produce certificates as awards are logged.