



**EVERSLEY PRIMARY SCHOOL BEHAVIOUR
POLICY**
**(To be read in conjunction with
Eversley Primary School Anti Bullying Policy
and Values Policy)**



THE EVERSLEY ETHOS

ENJOY, PERSEVERE AND SUCCEED

THE EVERSLEY UNDERSTANDINGS

The following understandings were agreed by pupils and everyone in the school community promotes them:

- Be kind, helpful, respectful and polite
- Always try your best
- Be proud to be yourself
- Treat others as you would like to be treated
- Have fun!

THE EVERSLEY VISION

At Eversley Primary School we want all children to *enjoy* school and have a love of learning. We encourage them to *persevere*, to have *self-belief* and the *determination* to succeed in all they do in order to be the best that they can be.

INTRODUCTION

Eversley promotes values based learning and our school values are at the core of our school understandings and vision. Through the Values Education Programme we aim to create a culture where children are encouraged to 'live the values' in all aspects of their lives. By developing strong values within the pupils at the school we strive to improve behaviour, conduct and self-confidence.

AIMS

This behaviour policy outlines procedures relating to the rewards and positive behaviour management in order to ensure that the Eversley ethos, understandings and values can be achieved by everyone.

We aim to address the behaviour or inappropriate choices that children can make.

OBJECTIVES

- To ensure all members of the school community feel valued and respected and that everyone is treated fairly.
- To show we are a caring community whose values are built on mutual trust and respect for all.
- To promote an environment in which everyone feels happy, safe and secure.
- To promote good relationships so that people can work together with the common purpose of helping everyone to learn.
- To work together in an effective and considerate way.

- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To show good behaviour that promotes a positive attitude to their own and others learning at all times.

POLICY

REWARDS

Class rules/ code of conduct

It is good practice to establish an agreed code of conduct with each class where we also offer class rewards systems agreed by all the children with their teachers. Children will be asked to sign a class charter to acknowledge their agreement with systems in place. These systems will be shared with parents/carers during the meet the teacher at the beginning of the year.

At Eversley we praise and reward children in a variety of ways. These include:

- Positive verbal praise
- Superstar of the week
- Certificates of Merit and Headteacher/Deputy Headteacher awards
- Assistant Head Awards
- Housepoints
- Thank you certificates and assemblies
- Stickers and reward charts
- Responsibility roles (eg monitors)
- Lining up stars
- Golden time

SANCTIONS

Stepped approach for 'low-level' behaviours

At Eversley, we have a 'stepped approach' for managing 'low-level' behaviours in the classroom or on the playground.

1. Reminder

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour for learning as a result of this reminder.

2. Warning

If a reminder is not enough, the child will be given a warning. The class teacher will keep a record of all such incidents and deal with them through the class behaviour monitoring system.

3. Behaviour for learning slips

Behaviour that disrupts learning will lead to the class teacher completing a behaviour for learning slip and the child will be accompanied by an adult, where possible, to the paired class, where they must complete work. If disruption continues, the pupil with the behaviour for learning slip will be sent to the phase leader or another member of SMT. Reflecting on behaviour is paramount and children are encouraged to think about how they can change this behaviour. All behaviour for learning slips *must* be handed to the Deputy Headteacher for them to be recorded in the behaviour file. If pupils receive 3 behaviour for learning slips then parent/carers will be notified. The school and parents/carers will then work closely together to support the management of change in behaviour.

4. Monitor cards

If inappropriate behaviour persists, a pupil can be given a monitor card where their behaviour will be monitored by the class teacher throughout the week and overseen by the Phase Leader at the end of the week. Parents/carers will be informed if their child is given a monitor card so reflection on behaviour can be supported at school and at home.

5. Report cards

Children can be given a report card if all the above sanctions have been ineffective. A meeting with parents/carers will be held to communicate the nature of the report and weekly comments/evaluations of behaviour will be recorded. The school, parents/carers and the child will work together to improve the behaviour. Once the behaviour has consistently improved the child will no longer be on report.

Yellow cards

Yellow cards are given for serious offences not minor class management behaviour issues. They should only be given for:

- Purposely hurting another child/fighting
- Purposely damaging other people's property or school property
- Being verbally abusive to others/disrespectful to an adult
- Persistent classroom disruption over a period of time

If a child is injured by another child, then the parents of both children will be telephoned or spoken to at the end of the school day. The child responsible for the injury will be given a yellow card. Whoever is the most senior member of staff in the school at that time must be told.

All yellow cards will be sent immediately to the Deputy Headteacher. A letter will be sent home to the parents/carers of the child telling them their child has received a yellow card, giving the reason and who issued it. Every child receiving a yellow card will have a lunchtime detention on a Friday with the Headteacher and/or Deputy Headteacher. The yellow card is recorded in the behaviour book.

Individual Behaviour Plans and Support

Occasionally the above sanctions will not be effective in ensuring that the behaviour of all pupils is appropriate and adheres to the school rules. In these cases it is necessary to develop an individual Behaviour Plan (IBP) to document rewards and sanctions set for individual pupils with behavioural needs. This may be done in consultation with the Primary Behaviour Support Service. If an IBP is not effective in improving behaviour and a child is at risk of exclusion, then a Pastoral Support Plan (PSP) will be implemented for that child. A PSP must be drawn up with parents and external agencies and will be reviewed every eight weeks until there is a significant improvement. The behaviour will be monitored closely and targets will be set according to the individual needs of the child. Home/school communication is crucial to the success of these programmes.

Emergencies

In the unlikely event of an incident in the classroom, the class teacher will immediately send the red card that is kept in each classroom with a child to alert the nearest other member of staff available.

Silent corridors

All Eversley staff and pupils are expected to be silent in the corridors at ***all times***. Pupils are also expected to walk calmly in any inside space throughout the school. These rules:

- help pupils get ready for learning quickly
- keep pupils safe in the corridors and cloakrooms
- create a calm environment around the school for all

All the adults in the school look out for pupils following these rules so they can praise the excellent behaviour.

Lunchtime behaviour

Children's behaviour at lunchtimes is monitored by Playleaders. A senior member of staff is on duty in both buildings each lunchtime. Children are expected to behave in an orderly and polite manner whilst waiting for and eating their lunch.

All classes have lunchtime books. Playleaders should write down any incidents on a concern form with the child's name, nature of the incident and give these to the class teacher to put in the book. Playleaders also have reward cards which can be awarded to pupils for good behaviour. These should be given to pupils who will then show them to their teacher.

Bullying/racial incidents

All incidents of bullying and harassment will be taken very seriously. A bullying concern form or a racial incident form will be completed including actions taken when incidents arise. Parents/carers will be informed and a meeting will take place to discuss actions to be taken. Detailed confidential records are kept by the Headteacher of all racial incidents. Please see Single Equality Scheme and Anti Bullying Policy.

The Headteacher and Senior Management Team

The Headteacher has the responsibility for issuing fixed-term exclusions for individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors and local authority have been notified.

The Deputy Headteacher keeps a log of all behavioural incidents, all racial incidents, incidents of bullying, behaviour for learning slips, monitor cards, report cards and walking not talking slips. These are recorded in the Behaviour File and reported to governors as appropriate.

The Inclusion Manager may liaise with external agencies as necessary to support and guide the progress of each child. The Inclusion Manager may for example discuss the needs of a child / group of children with the LA's Behaviour Support Service and the class teacher.

Members of the senior management team support class teachers with incidents of behaviour where time out, reflection time, behaviour for learning slips are necessary.

Parents/carers

Parents are crucial in shaping attitudes and promoting values which produce good behaviour. The school collaborates actively with parents/carers so that children receive consistent messages about how to behave at home and at school.

We ask parents/carers to support us in the principle that treating pupils fairly means sometimes creating tailored behaviour sanctions and rewards that suit the individual needs of children.

If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should request a meeting with the Phase Leader. If these discussions cannot resolve the problem, the parents/carers should then contact the school office to request a meeting with the

Headteacher or Deputy Headteacher. If matters remain unresolved, parents/carers can inform the governing body and a formal grievance or appeal process can be implemented.

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