

Earls Hall Primary School



Behaviour Policy

Adopted on: July 2022

Reviewed: October 2024

Review: October 2025

Signed

Aims and expectations

‘Pupils appear to achieve more and to behave better when teachers commend their successes and emphasise their potential rather than focusing on their shortcomings’- OFSTED: Achieving Good Behaviour in Schools (1993)

At Earls Hall Primary school we believe in building a community based on mutual trust, where every member feels valued and respected and is treated fairly. The school’s behaviour policy is designed to provide a framework through which all members of the school can work together. It aims to promote an environment where everyone feels happy, safe and secure.

Our policy is underpinned by our school ethos which promotes nurture and positive behaviour, ensuring the wellbeing of the whole school community. Within our caring environment, children are taught to understand the need to be kind, considerate, respectful and honest. Staff uphold these values consistently.

Aims

To ensure all adults/ members of our school community use effective behaviour management strategies consistently. To adopt processes which recognise, teach, reward and celebrate positive behaviour. To enable children to manage their behaviour through the use of consistent systems To monitor pupils’ behaviour and set targets for improvement if necessary.

Our behaviour policy is not intended as a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community to work together in an effective and considerate way.

Whole School Expectations to promote good behaviour

- To use our curriculum to promote SMSC values and pupils’ emotional intelligence
- To ensure that all spaces, both indoors and outdoors, are effective learning environments
- To value positive relationships between adults and pupils
- To work in partnership with outside agencies to support children’s behaviour where necessary
- To take into account individual needs such as SEND, disability and family circumstances when dealing with children’s behaviour
- To encourage all pupils to communicate the effects of negative behaviour to a trusted adult
- To encourage all children to reflect on their own behaviour and begin to take responsibility for it
- To work in partnership with families to encourage positive behaviour within school
- To show a commitment to improving outcomes for all pupils by eliminating all forms of discrimination, harassment and bullying.
- To promote equality of opportunity, the welfare of pupils and good relations across the whole school community.

It is impossible to understand a person correctly unless one recognises the purpose of their behaviour- Dreikurs- (1982) At Earls Hall we believe all behaviours are communication and aim to understand the reasons behind them.

According to Dreikurs, there are four misdirected goals of a child’s behaviour:

- To seek attention
- To seek power
- To seek revenge
- To display inadequacy

There should be:

- Clear distinctions between minor and more serious incidents □ Clarity about the precise behaviour being addressed
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□

Examples of Low level behaviours

- Difficulty remaining on task
- Emerging problems in making and sustaining appropriate peer relationships
- Fluctuations in mood and increasing unpredictability over attitudes to learning tasks □□

Examples of Higher level behaviours

- Distractibility in the classroom that inhibits the progress of the pupil, or others around them, even with significant support
- Refusal to comply with simple requests on a consistent basis
- Answering back
- Bullying others
- Unpredictable and intense patterns of behaviour which significantly disrupt the learning of peers
- Behaviour which is bizarre, violent and/or sexual/aggressive towards peers or adults
- Evidence of significant unhappiness, stress and/or disaffection over a sustained period

As a school, we adhere to a number of guidelines which aim to achieve and maintain behaviour standards

Consequences should be:

- Communicated with everyone through whole school assemblies and curriculum lessons
- Understood and agreed with pupils prior to incidents taking place
- Immediate
- Applied calmly, fairly and consistently
- Respectful of pupils' dignity and self esteem
- Children are praised and rewarded for good behaviour in a variety of ways: □□
- Teachers congratulate children verbally and through written comments
- Staff award tallies to children for consistent good behaviour, positive attitudes to learning or to acknowledge acts of kindness in school.
- We acknowledge social and emotional intelligence.
- Our weekly 'Celebration Assembly' rewards a child from each class for outstanding work, increased effort or positive attitudes to learning as promoted through our Earls Hall Learner values.
- All staff model a positive approach to learning; positive and respectful interaction is valued across the school community.

At Earls Hall we pride ourselves in the fact that we nurture children, their families and the adults who work with them. Our practice is underpinned by the six principles of nurture.

The Six Principles of Nurture

1. Children's learning is understood developmentally

2. The classroom offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

Identifying Emotions in Children through Zones of Regulation

At Earls Hall we believe that it is important to understand how children are feeling at the beginning of each day and that these emotions can change throughout the day. We use the Zones of Regulation across the school, starting in Year Two. The zones are also used in the nurture group sessions in KS1 as well as on a one to one basis in the KS2 nurture wellbeing room. The programme starts by helping children to identify which zone an emotion or feeling is in.

Blue Zone

This is where you would be if you are feeling:

- tired
- sad
- bored
- sick

In general you are feeling slow and are mostly feeling uncomfortable.

Green Zone

This is where you feel:

- happy
- pleased
- proud
- content
- calm
- ready to learn

This is the ideal zone for children to be in when in class, feeling comfortable.

Yellow zone

This is when there is...

- some loss of control
- you may feel worried
- scared
- frustrated
- behave in a silly way
- be overly excited

In this zone you can be either comfortable or uncomfortable.

Red Zone

This is where there

- is a loss of control
- can also be either comfortable or uncomfortable.
- You could be feeling rage
- fury
- elation □ total fear

The children explore these zones and learn to be able to identify which zone they are in when they start their day. This is indicated by the placing of a named peg on a display in the classroom. Sometimes children can't or don't want to name the emotion but they can identify which zone they are in.

Children also learn that their feelings and emotions can lead to expected and unexpected behaviours and that those behaviours can have an impact on the children and adults around them. If you are in the red zone and yelling at your friend it is unlikely that your friend will be in the green zone.

If children are not in the green zone then they may wish to talk through why they have placed themselves elsewhere with their classteacher but may feel more comfortable talking things through with another trusted adult, for example a member of the wellbeing team, and this is then arranged.

Positive Behaviour Management - A whole school approach

Our whole school reward system is progressive, age appropriate and fair to all. It has developed and evolved over a number of years and has been adopted across all twenty one classes.

- At the beginning of each school year, the class teacher highlights and discusses our Earls Hall Qualities key words within each class. Each class also has its own Earls Hall code of conduct, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. Any incidents of anti-social behaviour are discussed with the whole class during "circle time" and PSHE lessons.□
- It is an expectation that children listen carefully to instructions in lessons. They may be asked to either move to a place nearer the teacher, or to sit on their own if they find it difficult to listen.□
- It is an expectation that children to try their best in all activities. They may be asked to revisit a task if they do not give their best.□
- If a child is disruptive in class, the teacher may praise other children around them who are meeting behaviour expectations. Staff follow the whole school behaviour system as set out in the appendix.□
- Teachers take preventative measures where possible in the form of gentle reminders; asking the child to take some time to calm down; focusing another adult towards the particular child; identifying role models within the class or giving the child a task to momentarily distract them from their inappropriate behaviour.□
- A consistent approach towards expectations is used across the school. Children are encouraged to make 'positive choices.' In cases where their behaviour is inappropriate, they may be asked for example, if they are making the right choice in a particular situation.□

□□

- In cases where a child begins to regularly exhibit challenging behaviours, a consistent behaviour management plan will be drawn up by the Senco, Headteacher or Deputy Headteacher. Key adults are□ identified who have a positive relationship with the child, understand their triggers and are able to work sensitively with them. Consistent strategies and language are used, with the aim of helping the child to modify their behaviour.
- Shouting at children should only be used on occasions where a child is putting themselves or others in danger. Children should not to be made to stand up alone for any length of time

whilst other children are sitting down. Distinction is made between the child and their behaviour. Derogatory terms such as referring to a child as 'naughty', 'awful/terrible' are not used either directly to a pupil or whilst describing a pupil with challenging behaviour to a parent.□

- If a child threatens, hurts or bullies another child, the class teacher logs the incident and informs the headteacher or deputy headteacher. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher or Deputy Headteacher will contact the child's parents and seek an appointment, either in person or over the phone, in order to discuss the situation, with a view to modifying the behaviour of the child.□
- The school does not tolerate bullying of any kind. Boxes are situated outside the Head and Deputy Headteacher's Offices where children can communicate their worries in relation to bullying, both towards themselves and others. If we discover that an act of bullying or intimidation has taken place, we investigate and act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe in school and free from fear. (see separate Anti Bullying Policy)□ □ The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and revisits the expectations. In severe incidents the child may be removed from the class or the class may be evacuated. In a situation such as this the class teacher must send the 'Assistance Required' card immediately to the nearest adult who will inform the Headteacher or a senior member of staff.□
- Any act of violence towards another child or member of staff may result in a fixed term exclusion.□
- In cases where a child is in danger of hurting themselves or others, or has demonstrated aggression towards staff or children, they will be asked to go to an identified calming area to ensure they are given time and space to calm and regulate their emotions so they cease to be a danger to themselves or others.□
- All members of staff are aware of the regulations around when it may be necessary to guide or hold children as set out in the Government publication for Staff and Governors '*Use of reasonable force in schools July 2013.*' All adults who work in our school are expected to interact with the children in a professional manner, therefore it would not be appropriate or acceptable to hit, push or slap children. Staff only intervene to restrain children in order to prevent injury to a child or member of staff, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. (See separate Physical Restraint policy)□

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- In the case of a child being in danger of permanent exclusion the Headteacher or Deputy Headteacher will meet with the child's parents and class teacher. The child's consistent behaviour management plan will be reviewed and amended as necessary, ensuring clear and measurable targets are set with the aim of avoiding permanent exclusion. These will be reviewed on a regular basis. The Headteacher/ Deputy Headteacher will also inform the LA of the fact that the said child is in danger of permanent exclusion.□

Prevention

In KS1 a space has been dedicated as a nurture area with the purpose of preventing the escalation of challenging behaviours. Each morning, a group of children who have been identified as requiring an alternative start to their day in order to be able to access the learning in the classroom work with the Senco. They have breakfast together whilst focusing on the zone of regulation they feel that they are currently in and, if need be, how to regulate themselves. The nurture room operates under the six principles of nurture which are:

- Challenging behaviour at lunchtimes and playtimes is dealt with consistently. If a child is deemed to have misbehaved in Foundation Stage or Key Stage One then they hold the hand of an adult on duty for the duration of the playtime. Whilst accompanying the adult they will

have positive behaviour reinforced to them through the identification of role models playing nicely with each other. At no point will the child be sent to sit alone or face the wall. If a child's behaviour is deemed unmanageable then a request for support should be sent to the Headteacher, Deputy Headteacher or senior teacher. Any incidents of inappropriate behaviour should be reported to the class teacher as part of the handover process. In extreme cases it may be necessary for the child to be excluded from lunchtimes in school. This would form part of a behaviour support plan.□

- When a child reaches Key Stage Two, it is expected that in the vast majority of cases they are aware of what constitutes acceptable and unacceptable behaviour at lunchtime. Any low level challenging behaviour is reported to the child's class teacher through a red note system. If a playground situation causes a child to become heated or frustrated they are encouraged to walk away. They may need to stand in a time out zone for a few minutes to calm down. Any high level challenging or inappropriate behaviour is reported to either the Headteacher or Deputy Headteacher, where the appropriate consequence is applied. This may involve reporting to parents, the implementation of a structured lunchtime plan, an internal exclusion from lunchtime or, in the case of violence, the exclusion procedures may be applied.□
- At times it may be appropriate for children to work as individuals with adults in school, working through the 'Smart Thinking' programme. The programme identifies actions which could be taken in imaginary scenarios asking the children to follow three key words: 'Stop, Think & Choose'. A trained member of staff discusses consequences of actions and this language can then be applied throughout the day with children in order to support them in making positive rather than negative choices.□

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school expectations are followed and that classes behave in a responsible manner both during lesson time and around the school.□
- Class teachers at Earls Hall have high expectations of the children with regard to behaviour and strive to ensure that all children work to the best of their ability.□
- Class teachers treat each child fairly and implement classroom expectations consistently. The teachers treat all children in their classes with respect and understanding.□
- If a child misbehaves repeatedly in class, the class teacher keeps a log of all such incidents. In the first instance, the class teacher deals with incidents within the class setting. However, if misbehaviour continues, the class teacher may seek advice on the use of alternative strategies from a more senior teacher or their year group leader.□
- If further support is necessary the class teacher may also liaise with the SENCo, Headteacher/Deputy Headteacher to discuss appropriate strategies. At this stage a consistent behaviour management plan may be drawn up with the SEND/Inclusion team. Referrals may also be made to access external agencies as necessary, to support the child in school. An EHA single gateway referral process can access EP and EHFS support for the child and their family. Specialist behaviour support via the St Christopher School and Seabrook Outreach teams can also be accessed through referral.□
- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.□

Class teachers should aim to remain composed at all times whilst managing challenging behaviour. If at any point the class teacher feels that their tolerance level is reaching its limit they are to seek support from a senior member of staff using the 'Assistance Required' card system found in each class.

Each day is treated as a fresh start by the class teacher. In the case of a child returning from fixed term exclusion, a meeting between the child, their parents, the Head/Deputy must take place to ensure that measures are agreed to prevent future incidents.

Any incident of violence towards a member of staff must be logged and given to the Headteacher.

Whole School Positive Reward System

The schools whole school positive reward system aims to:

- Encourage peer collaboration
- Reward individual children for making positive choices
- Give children the opportunity to learn how their behaviour has a direct consequence
- Give children the opportunity to change negative choices into positive choices
- Involve the whole school community
- Allow children to self monitor progress

In practice the system works consistently across the school with each class following a series of basic procedures. The system is a progressive one which takes into account the children's growing understanding of the difference between right and wrong:

- In Key Stage One the class starts the process by identifying four simple, but enjoyable, activities they would like to undertake in 'Golden Time'. 'Golden Time' takes place at an unspecified time in the timetable, chosen by the classtteacher, and lasts for fifteen minutes. The time of when 'Golden Time' takes place is not shared with the children.
- Each class group across Key Stage One is separated into five groups. Each group is allocated a colour and is made up of a range of children whose behaviour may differ.
- Children are rewarded with tallies for making positive choices throughout the process. In the Foundation Stage these tallies take the form of bees on flowers for the Autumn and Spring term. At the beginning of 'Golden Time' the group with the most tallies choses their activity first with the remaining groups choosing in order of tallies earned.
- If a child displays challenging behaviour they are given a verbal warning by the adult.
- From the Summer Term of the Foundation Stage onwards, if a child continues to display challenging behaviour their name is written on the second warning board. The adult must then remind the child what changes they need to make in their behaviour in order to have their name removed from this board.
- If a child continues to display challenging behaviour their name is written on the '2 minutes'board, resulting in them, at that time, missing two minutes from 'Golden Time'. The adult must then remind the child what changes they need to make in their behaviour in order to have their name removed from this board .If the child makes a positive choice they move back from '2 minutes' to second warning.
- The child can continue to move in either direction on the board with the adult encouraging the child to make positive choices throughout. Ten minutes is the maximum time that can be lost.
- At the time of 'Golden Time' any child on any sanctions board must sit and watch the activities taking place for the amount of time lost. This should be carefully timed with a sand timer. If a child has lost time they still choose their activity alongside their peers from their coloured group.
- At the end of 'Golden Time' a discussion should take place between adult and child regarding changes in behaviour needed to ensure time is not lost in future.
- As weeks progress the total number of tallies scored should be recorded with each class deciding on a target number to reach and a reward which should take place once this target is reached.
- As the children enter Key Stage Two the sanctions board element of the reward system is no longer expected to be required in order to encourage positive behaviour choices. The tally element of the system remains in place. Positive learning behaviours, effort and achievement as well as positive behaviour choices are rewarded with tallies which contribute to a whole school house system. Winners receive additional playtime each half term. Behaviour

expectations are shared with the children and reminders given as necessary. If a child continues to behave inappropriately then other strategies may be applied. These have been agreed by teaching staff and are as follows;

- Non verbal cues
- Moving of a child to a different place in the classroom
- Momentarily moving the child to an alternative class within the year group for 'time out'
- Requesting support from either a class LSA or key worker allocated to the child or a senior member of staff
 - Implementation of individual behaviour management plans
- Any adult in school can award tallies for any child.

The role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher works with the Senco and class teacher to draw up a behaviour support plan.

The Headteacher will be responsible for contacting the parents of a child whose behaviour has become extreme, resulting in aggression or violence towards peers or staff, or in the case of a child removing themselves from the safety of the classroom.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are taken only after consultation with the Governing Body. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

The role of parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

Our behaviour booklet outlines our behaviour expectations and we expect parents to support them.

Our expectation is that parents support their child's learning in partnership with the school, as set out in the homeschool agreement. This enables a supportive dialogue to be built between home and school. Parents are informed if we have concerns about their child's welfare or behaviour.

If parents have any concerns regarding their child's welfare, they should initially contact the class teacher. The concern may be referred to the SENCo or the Headteacher. Parents have the right to express concerns to the Governing Body which will be dealt with in line with the School's Complaints policy.

The role of governors

The governing body has the responsibility of approving, monitoring and of reviewing the effectiveness of this policy. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school's positive behaviour policy; governors may give advice to the headteacher about particular behaviour concerns. The headteacher must take governor views into consideration when making decisions about specific behaviour concerns.

Fixed-term and permanent exclusions

Only the Headteacher (or in his absence the Deputy Head) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the LA and whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further amendments.

The school keeps a variety of records of incidents of inappropriate behaviour. The class teacher records minor classroom incidents if these occur on a regular basis. The headteacher records those incidents where a child is sent to him on account of inappropriate behaviour. Incidents that occur at lunchtime are recorded by Middays. The Midday Supervisors will inform teachers of behaviour issues at the end of lunchtime.

This policy was adopted by the governing body on _____

This policy will be reviewed on _____