

Eastlands Primary School

Eastlands Primary School Behaviour Policy

We work on the understanding that all behaviour is communication.

The New System

Rewards

Positive reinforcement is the key to fostering good behaviour in class and around school. High-quality safeguarding is all about nurturing positive relationships between children and adults. All staff will always strive to be friendly and approachable and build constructive relationships with all our learners. Praising effort and kindness should be integral to the way in which staff communicate with children.

As best we can manage it, we will celebrate achievements of the whole group, whether that be the class or school, in order to reduce the anxiety and shame around certain children trying to live up to expectations that are beyond them at this time.

- ◇ House points (instead of stamps) will be given to children whenever a member of staff has been impressed with their behaviour or achievements.
- ◇ Once a term we will also hold whole-class assemblies, where the class teacher will celebrate the qualities and achievements of all the children in their class.
- ◇ Rewards will also be earned by whole classes for the way they move around the school. Each class will decide with their class teacher what their reward will be.
- ◇ In addition to collecting house points individually, each child's points will contribute to their House point total. When a designated number of points have been collected by a House; the whole house will receive a reward.
- ◇ House points will add up on a 'thermometer' in the hall to a whole school reward.
- ◇ On Friday's children will take home the class animal and class book in turn.

Consequences and Keeping Track of Unsafe Behaviour

Any time a child compromises that value of the right for everyone to feel safe, we will have a system of recording and evaluating it.

- ◇ Typically, in most cases of unsafe behaviour, an adult will be able to manage through talk. This will make the child aware of why the behaviour is not appropriate and what is expected, moving forward.
- ◇ If the behaviour persists, we will have a more formal warning system in place which will be logged by the teacher in every lesson of the school day.
- ◇ There is no set consequence for any particular type of behaviour. However, when a child has had a formal warning recorded in a lesson, they will need to go to a designated staff member in their break or lunch time to reflect on their actions.
- ◇ There will be no hierarchy when it comes to managing this reflection period: it is all about which adult can ensure the most positive outcome. However, a member of the senior leadership team is always available at break and lunch times, if they are required.
- ◇ During the reflection time, adults are really looking for: the truth; remorse; a way forward and, ultimately, the confidence that the child can behave safely with adults and their peers. Once this has been achieved, there will be a fresh start. If any aspect is missing, the reflection period will be extended.
- ◇ If a teacher deems the behaviour to have had a serious impact of the safety of others, they will bypass the warning system and the child will be removed from class, as above.

These records will be shared with parents if the adult feels like there is need for a joint approach between home and school. If not, it will remain the school's tracking system. Of course, it goes without saying, parents are very welcome to enquire with regards to these records, whenever they like.

We believe that this new behaviour policy will be more effective in shaping pupils behaviour to create happy and effective learning environments. There is a greater focus on collecting rewards as teams and this will have a positive effect on building collaborative working environments and fostering a positive community ethos.

We all have the right to feel safe all the time.