



EVERSHOLT LOWER SCHOOL

Behaviour Policy

Revised: May 2018	Adopted by staff: 16.5.16	Ratified by governors: Autumn 2016	To revise: 2020
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Philosophy

At Eversholt School we foster positive relationships between adults, between adults and children and between peer groups. We set a high standard of behaviour throughout the school with clear guidelines for our pupils. It is our ethos to praise excellent behaviours and nurture positive role models. Negative behaviour is dealt with swiftly and fairly with all parties concerned being listened to.

Aims

- To reflect and strengthen the philosophy and aims of the school. This is consistently endorsed by each member of staff.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To help children, staff and parents have a sense of direction and feeling of common purpose to engender positive behaviour.
- 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 each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To nurture feelings of pride in common values of courtesy, manners and responsibility

School Rules:

The children will have the opportunity to write their own classroom and playground rules at the beginning of the year, but whole school rules will be revised and included too, with the help of the class teacher and will contain the following:

- Learn Mrs Finch's *non-negotiables* – Kind & Helpful **These are displayed in the hall**
- Walking around safely in the classrooms and corridors
- Play only in designated and supervised areas
- Be courteous and caring to other people
- At playtimes, play carefully and sensibly with other children (play fighting is never permitted)
- Always be honest and truthful
- Keep our school tidy
- Look after our own belongings and respect other people's belongings
- Care for the school building and equipment
- Specific PE rules have to be strictly adhered to for Health and Safety reasons.

Children's responsibilities are:

- To work as an effective member of a team
- To work to the best of their abilities and to allow others to do the same
- To always be polite and follow instructions
- To cooperate with other children and adults
- To abide by their school rules
- To show consideration and care for each other
- Y4 pupils who become House Captains, Vice House Captains and prefects are expected to always be a good role model for behaviour

Staff responsibilities are:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum which fully stimulates an interest in learning
- To create a safe and pleasant environment
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is unique and be aware of their individual needs.
- To offer a framework for social education (PSHCE)

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self discipline
- To foster good relationships with the school so that all children can see that the key adults in their lives share a common aim
- To show an interest in everything their child does in school
- To support the school in the implementation of this policy
- To enrich homework opportunities

Fostering good behaviour:

To encourage good behaviour the school shares a framework of common values in assemblies and in lessons, particularly through the PSHCE curriculum.

Expectations for good behaviour are set at the start of the year and staff are role models in the setting of expectations and the promotion of mutual respect.

Children are praised both privately and publically and exceptional behaviour for learning can be further rewarded with a 'head teacher's award' which is celebrated in the weekly assembly.

House points encourage the children to demonstrate values and behaviours for learning, with merits for examples deserving increased worth.

The examples set by the 'house system' in school is further mitigated by children selecting peers for additional merits through the use of the silver celebration book.

Children with additional needs which impact on their behaviour will be supported through careful planning. The child's teacher, with advice from the SENDco as appropriate, will endeavour to understand the nature of the 'need' and will ensure all staff respond appropriately to the child in their class. Support may include the need for targeted group activities planned and delivered by school staff, or 1-1 therapies delivered in school as directed by trained personnel. Occasionally trained staff visit schools to deliver bespoke programmes of support.

Managing misbehaviour:

When a child misbehaves, every opportunity is used to ensure a full picture is provided. Incidents on the playground that happen at play or lunchtime must be reported to the class teacher by the person on duty who will have made every effort to speak with all of the children in advance to ensure accurate reporting.

1. Children are reminded of the School and class rules and asked to reflect on their behaviour.

2. Incidents are discussed with the child/ren
3. Children are encouraged to try to resolve disagreements sensibly by themselves. Staff may need to suggest appropriate strategies for this.
4. Children are encouraged to take responsibility for their own behaviour and may be asked to suggest strategies themselves.
5. Where the actions of one child impact negatively on another child, children will be encouraged to apologise verbally. Dependent on age/ability they may also be encouraged to do so in writing, if they are able to, helping them to reflect on their actions and what they themselves can do to put things right.
6. Children in a negative cycle of behaviour can be given a 'named adult' to turn to (mentor) in order to comfortably voice their needs.

Persistent misbehaviour:

If behaviour continues to persist following adult intervention, the duty or supervising adult may apply sanctions. The sanctions listed are not exhaustive and are dependent on each situation in its own context:

1. Time out of play (this can be holding duty adult's hand, sitting out on bench, being sent in).
2. Informing class teacher who will speak with the child and inform the head teacher that this has happened.
3. Withdrawal of privileges
4. Informal contact with parent and teacher monitoring.
5. Formal reporting to head teacher and formal contact with parent, to include written monitoring.
6. Home to school behaviour record book
7. Setting up of behaviour modification programme with child's and parent's involvement.
8. Consideration of exclusion procedures
9. Exclusion.

NB: It is not appropriate for children of this age to be detained after school as a punishment.

The use of force or restraint is avoided at all levels in Eversholt Lower School. This is both to protect children from harm and to protect staff from allegations. The wording of 'reasonable force' is unclear, so it is our policy that staff are instructed to maintain a 'hands free' approach.

The permitted use of force is detailed Schools DfE document. Reference: DFE-00295-2013

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Bullying

We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying. The children are involved in promoting activities to encourage a positive ethos in the classroom and on the playground. The school council are active in their promotion of strategies to minimise any bullying. The school takes part in surveys conducted by the PSHCE network and uses this information to develop better practices.

Please see our anti-bullying policy.