



## Eversholt Behaviour Policy

| <u>Reviewed Date</u> | <u>Next Review</u> |
|----------------------|--------------------|
| January 2023         | January 2024       |

### Purposes and Aims of our Behaviour Policy

Eversholt school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **Ever-Ready, Ever-Respectful and Ever-Safe**

**Aims:** At Eversholt we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour – continuous training to be carried out
- Use restorative approaches instead of punishments

**Purpose:** To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### Roles

**All staff will:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Persistently catch children doing the right thing
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to be **Ever-Ready, Be Ever-Respectful and Be Ever-Safe**

**The Head Teacher and The Senior Leadership Team will:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions in place
- Support teachers in managing children with more complex or challenging behaviour

**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others

- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

**Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

## RULES AND RECOGNITION

The school has 3 simple rules **Ever-Ready, Ever-Respectful and Ever-Safe**, which can be applied to a variety of situations and are taught and modelled explicitly.

| Our Rules  | Visible Consistencies   | Over and Above Recognition  |
|--|---|---|
| <ol style="list-style-type: none"> <li>1. <b>Be Ready</b></li> <li>2. <b>Be Respectful</b></li> <li>3. <b>Be Safe</b></li> </ol> | <ul style="list-style-type: none"> <li>● Daily meet and greet</li> <li>● Persistently catching children doing the right thing</li> <li>● Picking up on children who are failing to meet expectations</li> <li>● Accompanying children to the cul de sac at the end of every day</li> <li>● Praising in public (PIP), Reminding in private (RIP)</li> <li>● Consistent language</li> </ul> | <ul style="list-style-type: none"> <li>● Recognition boards</li> <li>● Certificates</li> <li>● Stickers</li> <li>● Phone call/text home</li> <li>● Verbal praise</li> <li>● Notes home</li> <li>● SLT praise</li> <li>● Class Rewards</li> <li>● Show work to another adults</li> <li>● Recommendation to HT</li> <li>● HT award</li> </ul> |

## Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

| Steps                                   | Actions   | Examples   |
|---|---|--|
| <b>REMINDER</b>                         | A reminder of the three simple rules <b>ever ready, ever respectful, ever safe</b> . Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage                                 | <p>I noticed you chose to ..... (noticed behaviour)<br/>                     This is a REMINDER that we need to be (Ever-ready, ever-respectful, ever-safe)<br/>                     You now have the chance to make a better choice<br/>                     Thank you for listening</p> <p style="color: red;">Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>   |
| <b>CAUTION</b>                          | A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'think carefully about your next step'.     | <p>I noticed you chose to ..... (noticed behaviour)<br/>                     This is the second time I have spoken to you.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),<br/>                     Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p>  |
| <b>LAST CHANCE</b>                      | Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.  | <p>You need to speak to me for two minutes after the lesson.</p> <p style="color: red;">Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>  |
| <b>TIME OUT</b>                         | Time out might be a short time outside the room, on the spot at the side of the playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. | <p>I noticed you chose to ..... (noticed behaviour)<br/>                     You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)<br/>                     Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)<br/>                     I will speak to you in two minutes</p> <p style="color: red;">Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p><b>*DO NOT</b> describe child's behaviour to other adult in front of the child*</p> |
| <b>FOLLOW UP – REPAIR &amp; RESTORE</b> | This might be a quick chat at break time in the playground or a more formal meeting.  | <ul style="list-style-type: none"> <li>● What happened? (Neutral, dispassionate language.)</li> <li>● What were you feeling at the time?</li> <li>● What have you felt/thought since?</li> <li>● How did this make people feel?</li> <li>● Who has been affected?</li> <li>● How have they been affected?</li> <li>● What should we do to put things right?</li> <li>● How can we do things differently?</li> </ul> <p><b>*Remember</b> it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>   |

## SANCTIONS

### **Sanctions should**

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### **Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

## Adult Strategies and Language to Develop Behaviour

At Eversholt adults will:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we expect
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

At Eversholt, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. If sent to another colleague you are undermining your relationship and authority with the children. Children see shouty adults as adults who lack control. They are either frightened or find it funny. If a student is sent to another colleague, it is not required of them to discuss the behaviour, but to supervise the student until the adult has time to speak to them. Have a colleague stand alongside to support you, the children will see this as a united front

## Out of School and Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, but the same principles of promoting good behaviour through the policy will always apply.