

Behaviour and Discipline Policy

November 2017

Including anti-racism (see also anti-bullying policy)

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BEHAVIOUR POLICY

This policy document has been prepared by and for the Principal, staff and Governors of Eastcote Primary Academy following a process of consultation with staff, parents and children.

It is a working document designed to enhance the development of positive relationships between children, adults working in the Academy, parents and other members of the wider Academy community.

1. Aims

The aim of Eastcote Primary Academy is for every member of the Academy community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The Academy behaviour policy is therefore designed to support the way in which the members of the Academy can live and work together in a supportive way. It aims to promote a positive learning environment where all feel happy, safe and secure.

We promote positive behaviour through our PSHE curriculum, assemblies and throughout Academy life. We believe that every child matters and uphold the principles of:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic well-being.

2. Rules

At the beginning of each academic year the class teacher and his/her pupils agree to their class rules. These are displayed in the classroom.

3. Expectations

At Eastcote Primary Academy we will:

- Treat each other with respect at all times, therefore providing a positive role model for the children and each other;
- Reward good behaviour;
- Provide encouragement and stimulation to all pupils;
- Try to treat all children fairly by applying this policy in a consistent way;
- Ensure that each class has its own classroom code;

- Teach, through the Academy curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

4. A Positive Approach

The core beliefs of Eastcote Primary Academy are that:

- Behaviour can change and that every child can be successful;
- Using a positive system of rewards will increase children’s self-esteem and thus help them to achieve more;
- Celebrating success helps children to achieve more;
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way;
- Reinforcing good behaviour helps our children feel good about themselves.

5. Reward System

In order to promote positive behaviour at Eastcote Academy we use a “Smiley Face” reward system – details given below:

What do the faces mean?



GOLD

You will receive a very special reward – a free pass. This entitles you to come into the building at lunchtimes, sit in the library and do whatever activity you wish. You will be able to go into dinner when you decide and you will also have access to the trim trail whenever you want.



If you work hard, show a good attitude, follow the rules your teacher may move you to gold face. This happens every two weeks



SILVER

You will get a silver sticker from your teacher. You can tell your parents that we are pleased with you.



If you work hard all day and follow the rules well, your teacher may decide to move you to silver.



GREEN

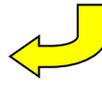
Everyone starts their day here.

If you do something that is against the rules, the teacher will give you one verbal warning.
If you have to be warned again, you will



YELLOW

You will get a sanction here. Your name will be written onto the behaviour sheet and you will have to miss 5 minutes of your playtime today.



go to yellow.



RED

Your name will be written onto the behaviour sheet and you will have to attend a lunchtime detention for 30. You will have to take a note home to your parents.



If you break the rules again, you will go to red.



If you get to red twice in a week, you will be sent to a member of senior staff. They will give you another sanction such as missing a whole lunchtime. You will have to take a note home to your parents.



If you get sent to red **again** in a week, you will be sent to the Principal Your parents will be spoken to and you may be given another sanction.

You will be sent straight to red if you intentionally cause physical harm or are rude to an adult.

NB: Pupils who have their names placed either on the yellow/red face have the opportunity of moving up the chart when they have displayed positive behaviour after a given time. Teachers will use losing minutes of Golden Time as a sanction at their own discretion.

We also use a house point system to promote positive behaviour. Children may be awarded house points for examples of positive behaviour outside the classroom and these are counted towards the inter-house house point competition.

House points will also be awarded to children who demonstrate one of the learning behaviours with a particular learning behaviour being the focus each week.

House points are totaled weekly and at the end of each term, the team with the most is awarded the house point trophy.

6. Consequences

Please see reward system.

In serious incidents, or incidents which are repeated following work in partnership with parents, the Principal may need to take more formal measures such as exclusion. However, it should be

recognised that this is a last resort and will only be used when the Principal deems it necessary. Incidents which may instantly put a child at risk of exclusion include causing deliberate serious harm to others, including staff, racist behaviour (type B), repeated proven bullying.

All incidents must be reported back to the class teacher and logged in the relevant behaviour books with the date of the incident and any action taken so that an ongoing record is kept.

7. Teaching of Academy Rules

In order to promote positive behaviour at Eastcote Academy, teachers will take the following action:

- Explain why the Academy rules are required;
- Teach the rules;
- Explain the reward and consequence system;
- Review with children class rules periodically e.g. start of each term and if a new pupils starts Eastcote Academy.

8. Behaviour

Our aim is for all aspects of Academy to be a positive experience for all our pupils and therefore positive behaviour is promoted at all times and Academy Rules must be followed.

In order for staff to deal with a situation effectively and appropriately, all incidents must be reported within one Academy day. Incidents that happened 'a few days ago' are not easily resolved.

Children must report incidents immediately to a member of staff.

Parents who need to report incidents should discuss them with the class teacher in the first instance. Concerns raised by parents will be recorded by the class teacher and will be reported to other staff (e.g. Principal) as appropriate.

The staff member will discuss the incident with the children concerned and take appropriate action which aims to be sensitive to the needs of all those involved.

9. In the playground

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly.

Pupils are expected to ask permission before entering the building during break times e.g. to go to the toilet or for a drink. After the whistle, the children will stand still. After the second whistle children should walk into Academy in a quiet, orderly manner.

Pupils whose behaviour is deemed inappropriate in the playground may have appropriate sanctions applied by the duty member of staff. The behaviour and actions taken will be reported back to the class teacher who will record the incident in their class behaviour book and may move the child's name on the smiley face system. Equally children who demonstrate good

behaviour will be reported back to the class teacher for recording in the class good behaviour book and will be rewarded through the whole Academy Reward System.

More serious incidents should be reported to the one of the senior members of staff responsible for behaviour, currently Mrs. Hall and Mrs. Browne.

10. At Lunchtime

Midday supervisors are responsible for behavior in the same way as other staff in the Academy and children will be made aware of this. It is expected that they will be accorded the same respect by children as other staff members.

Midday supervisors will use the same reward systems, i.e. house points for good behaviour that merits reward and appropriate sanctions for misbehaviour. Should they feel it necessary, they will report serious or persistent misbehaviour to a senior staff member.

Children should report lunchtime problems to the midday supervisors who, like all staff will reassure the children that they will deal with the problem, and will take steps to resolve it by talking to other children involved. If Children need to use the toilet at lunchtime they must ask the midday supervisors and they will be issued with a band.

Midday supervisors will tell children they cannot play with certain children/equipment at their own discretion, if necessary.

All incidents will be noted down and reported to the designated person in the Academy office who will ensure that copies are given to relevant class teachers.

11. Wet Playtimes

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that pupils are clear about these rules for wet playtimes in the classroom area.

- Pupils should remain in their own classroom area
- Pupils should remain seated as much as possible. Any movement around the classroom should be calm and orderly
- Pupils will only use the equipment, games and resources designated by their teacher for the wet lunchtime period. For safety reasons, this should not include scissors, paint, glue or the computer.
- Pupils should clear away when asked to do so by the lunchtime staff.

12. Behaviour outside Academy

When on trips and visits pupils are expected to behave in an appropriate manner as they are representing the Academy.

Before setting out on a trip the pupils should be reminded to:

- Thank any adult who has helped;
- Be aware of other groups and visitors and respect their needs;
- Be sensible, quiet and polite;
- Move in a calm, orderly manner at all times;
- Keep to their group and do as their leader asks them.

Pupils are also expected to behave in a polite and orderly manner when they are on their way to and from the Academy. This also means that their behaviour outside the gates, when leaving Academy should always be of a high standard. During these times they are wearing their Academy uniform and poor behaviour has a detrimental effect on the general ethos of the Academy.

13. Anti-Bullying Strategy

In common with all other schools and academies, we recognise that some pupils at the Academy may experience bullying of some kind.

The staff and Governors of Eastcote Academy are committed to ensuring children have a happy time at Academy, free from harassment or bullying. The Academy's policies and practices are in line with the Government's anti-bullying charter and the Anti Bullying Alliance.

Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively. Reference should be made to the academy's anti-bullying policy.

14. Anti Racism Strategy

Racist behaviour can take a variety of forms. Some are more blatantly offensive than others; however, some apparently harmless incidents can be damaging in the long term. At Eastcote we have classified some types of behaviour as 'Type A' and others as 'Type B'.

Below are examples of the kinds of incidents that our Academy might encounter:

Type A

- Derogatory name-calling, insults, racist jokes and language.
- Racist comments during discussion in lessons.
- Ridicule of an individual for cultural differences, for example food, music, dress.
- Refusal to co-operate with others because of their ethnic origin.
- Provocative behaviour, such as wearing racist badges or insignia.
- Bringing racist material, such as leaflets, comics or magazines into Academy.
- Racist graffiti.
- Verbal abuse and threats.

Type B

- Inciting others to behave in a racist way.
- Attempts to recruit other children to racist organisations and groups.
- Physical assault against a person or group because of colour and/or ethnicity.

Procedures for Dealing with and Reporting Racial Incidents

The person to whom the incident is reported will:	<ul style="list-style-type: none"> ▪ Listen carefully to both parties recording as many details as possible in order to establish what has happened. ▪ Confirm the Academy's firm policy towards such behaviour. ▪ Affirm the victim's self worth, their culture, religion, ethnicity. ▪ Inform one of the senior staff members about the incident.
The Senior Staff member dealing with the situation will:	<ul style="list-style-type: none"> ▪ Reaffirm the victim's self worth, their culture, religion, ethnicity. ▪ Decide, in consultation with other staff and the victim whether any support or counselling is needed. ▪ Explain fully to the perpetrator the wrong done, in line with the disciplinary code. ▪ Decide, in consultation with other staff what actions the Academy will take to discipline the perpetrator. ▪ Inform the parents verbally or in a letter about the incident and the actions the Academy is taking to discipline the perpetrator. ▪ Refer incidents to the Principal as appropriate. ▪ Complete necessary documentation relating to the incident.
The Principal will:	<ul style="list-style-type: none"> ▪ Ensure proper recording of the incident. ▪ Make arrangements for support programmes when they are deemed to be appropriate. ▪ Discuss incidents with parents as appropriate. ▪ Exclude pupils from Academy for serious or repeat offences. ▪ Report to the governors regarding Racist incidents

15. Monitoring and evaluating

We will regularly monitor our behaviour system for rules/rewards and consequences. Information and feedback regarding the effectiveness of our policy across the Academy comes from a variety of sources including:

- Informal reports from staff/parents/pupils;
- Feedback from classroom observations;
- Questionnaires from parents/staff/pupils;
- Number of pupils sent to the Principal or senior staff;
- Feedback/comments from visitors to the Academy.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

16. Reviewing the Policy

Parents, children, staff and Governors have been involved in reviewing this policy.

<i>D. R. Ball</i>	Principal	2/11/17
<i>S. Padwick</i>	Chair of Governors	

To be reviewed November 2018

Has an equality impact assessment of this policy been undertaken?	Yes
If so, when?	14/9/17
Implications, if any, for this policy (below)	
None	