



**Eastcote**

Primary Academy

# Behaviour and Discipline Policy

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

March 2023

## 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 pupils.

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

### 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 with the intent that all pupils leave us ready to embrace life confidently, and flourish in our diverse world as caring internationally minded citizens. 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.

### Code of Conduct

At the beginning of each academic year the class teacher and pupils write a class code of conduct. These are displayed in the classroom.

### Expectations

At Eastcote Primary Academy we will:

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

### Values and Learner Profile Attributes

We teach through the curriculum and values in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

These are the attributes that we expect pupils to leave with:

Inquirers – asking questions, researching, investigating, experimenting and being curious.

Communicators – sharing ideas, listening to others, expressing ourselves in different ways and using correct body language.

Thinker – thinking about things, trying to solve problems, trying to make good decisions, and learning from mistakes.

Knowledgeable – asking questions, finding out new information, remembering and learning from others.

Principled – doing the right thing, being honest and telling the truth, being fair, and taking responsibility for my own actions.

Open minded – listening to others’ opinions, knowing it’s good that people are different and trying to understand other perspectives.

Caring – being kind, caring for others, trying to help others, wanting others to be happy and being sensitive to others’ needs.

Balanced – looking after body and mind, trying to be balanced in all aspects of life to keep healthy and feel happy.

Risk taker – trying new things and having the courage to stand up for what I believe, trying to solve problems in different ways and challenging myself.

Reflective – thinking about learning and choices, knowing when I have tried my best, thinking about what I do well and what I could do better.

Our core values link with the learner profile attributes:

Aspire – to be the best people we can be and to do the best we can (risk-takers)

Learn – both intellectually and morally (inquirers, knowledgeable, thinkers, reflective)

Laugh – as often as possible- everyday! (balanced, communicators)

Love – one another as a community (caring, open-minded, principled)

A Positive Approach










We believe that:

- Behaviour can change and that every child can be successful;
- Using a positive system of rewards will increase pupils’ self-esteem and thus help them to achieve more;
- Celebrating success helps pupils 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 pupils feel good about themselves.

## Reward and Consequence System

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

What do the faces mean?

	<b>GOLD</b>	You will receive a very special reward - a free pass.		If you work hard, show a good attitude, follow the rules your teacher may move you to gold face.
	<b>SILVER</b>	You will get a silver sticker from your teacher. You can tell your parents that we are pleased with you.		You could be moved to silver face should your teacher think it is necessary.
	<b>GREEN</b>	Everyone starts their day here.		If you do something that is against the rules, the teacher will give you one verbal warning.
	<b>YELLOW</b>	You will get a sanction here. Your name will be put into the behaviour sheet and you will miss some of your play.		If you break the rules again, you will go to red.
	<b>RED</b>	Your name will be put into the behaviour sheet and you will have to attend a lunchtime detention. You may have an email home to your parents.		

You can be sent straight to red if:

- you intentionally cause physical harm or are rude to an adult
- if the senior leadership team deem it necessary
- if you deliberately tell untruths

If there are repeated occasions of being sent to red, your parents will need to meet with a member of the senior leadership team and your class teacher to agree further sanctions/action.

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.

## Rewards

Every Wednesday there is a Praise Assembly when teachers nominate two children for the gold book. Teachers focus on how pupils have displayed learner profile attributes over the week.

We also use a house point system to promote positive behaviour. Pupils 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 are totaled regularly and at the end of each term, the team with the most is awarded the house point trophy.

Stickers are also used to recognise when pupils have displayed our values or the learner profile attributes.

Gold passes are awarded on a rolling fortnightly basis. Gold passes are awarded to pupils who consistently follow the school rules and have not been on yellow or red face in the last term.

## Consequences

Please see Reward and Consequence 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, refusal to respond to adults' instructions.

All incidents must be reported back to the class teacher and logged on Bromcom.

## Teaching of Academy Rules

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

- Explain the Reward and Consequence System
- Use the Reward and Consequence System consistently across the school
- Review with pupils class rules periodically e.g. start of each term and if a new pupil starts Eastcote Academy.

## 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.

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.

Pupils 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 pupils concerned and take appropriate action which aims to be sensitive to the needs of all those involved.

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 pupils will stand still. After the second whistle pupils should walk into the 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 on Bromcom and may move the child's name on the smiley face system. Equally pupils who demonstrate good behaviour will be reported back to the class teacher 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 Brown.

At Lunchtime

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

Pupils should report lunchtime problems to the midday supervisors who, like all staff will reassure the pupils that they will deal with the problem, and will take steps

to resolve it by talking to other pupils involved. If pupils need to use the toilet at lunchtime they must ask the midday supervisors.

Midday supervisors will tell pupils they cannot play with certain pupils/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.

## 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.
- Pupils should clear away when asked to do so by the lunchtime staff.

## 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.

## Anti-Bullying

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 pupils have a happy time at Academy, free from harassment or bullying. 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.

## Anti Racism

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 pupils 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

<p>The person to whom the incident is reported will:</p>	<ul style="list-style-type: none"> <li>▪ Listen carefully to both parties recording as many details as possible in order to establish what has happened.</li> <li>▪ Confirm the Academy's firm policy towards such behaviour.</li> <li>▪ Affirm the victim's self worth, their culture, religion, ethnicity.</li> <li>▪ Inform one of the senior staff members about the incident.</li> </ul>
<p>The Senior Staff member dealing with the situation will:</p>	<ul style="list-style-type: none"> <li>▪ Reaffirm the victim's self worth, their culture, religion, ethnicity.</li> <li>▪ Decide, in consultation with other staff and the victim whether any support or counselling is needed.</li> <li>▪ Explain fully to the perpetrator the wrong done, in line with the disciplinary code.</li> <li>▪ Decide, in consultation with other staff what actions the Academy will take to discipline the perpetrator.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Inform the parents verbally or in an email about the incident and the actions the Academy is taking to discipline the perpetrator.</li> <li>▪ Refer incidents to the Principal as appropriate.</li> <li>▪ Complete necessary documentation relating to the incident.</li> </ul>
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The Principal will:	<ul style="list-style-type: none"> <li>▪ Ensure proper recording of the incident.</li> <li>▪ Make arrangements for support programmes when they are deemed to be appropriate.</li> <li>▪ Discuss incidents with parents as appropriate.</li> <li>▪ Exclude pupils from the Academy for serious or repeat offences.</li> <li>▪ Report to the governors regarding Racist incidents</li> </ul>
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### 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.

### Reviewing the Policy

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

C Greene	Principal	
	Chair of Governors	

To be reviewed March 2025

Has an equality impact assessment of this policy been undertaken?	Yes
If so, when?	

Implications, if any, for this policy (below)

Behaviour issues may involve an equality issue, in which case they should be dealt with appropriately.