



Eaton Primary School Policy

Reviewed by Full Governing Body: September 2011 (Bi annually)

Next review date: September 2013

Member of staff responsible for review: David Arthur

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1. Aims, values and expectations

This Policy has the School's Aims at its heart. These aims have been guided by the five outcomes of the 'Every Child Matters' agenda and our vision:

Eaton Primary School's Vision

Once upon a time on a clear January morning 2011, a promise was made...

"Eaton Primary School Community will encourage you to have hopes and dreams. All of your talents will be nurtured, all of your "best efforts" will be rewarded and all of your successes will be celebrated. We will create a special place for you, where you can have a love of life, where learning is irresistible, fun and full of exciting ideas to explore. Everyone will have high expectations of you and your achievements. It will be a safe and caring place where you will be encouraged to go the extra mile and where we will support you if you find things difficult. In our community you will passionately welcome life's challenges and positively seize these moments as opportunities to improve and grow. We will give you the confidence to believe in yourself, in your own ambitions and in a better future for everyone. Belonging to our family, you will learn to embrace your ever changing world, free your imagination and be inspired to achieve excellence in all that you do."

...and the story goes on...

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our values:

Eaton Primary School's Values

Enjoy your learning

Aspire to do your best

Try new challenges

Optimise your potential

Nurture your community



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These values, and the impact these have on positive behaviour and discipline, underpin everything we do at Eaton Primary School. They help to develop a positive ethos and working environment; and they encourage and support an environment within which the right conditions for effective teaching and learning can take place.

- The school recognises and actively encourages positive behaviour and effort, as this will help to further develop a kind and co-operative environment.
- The school expects every member of its community to behave in a considerate way towards each other.
- Everyone will be treated fairly and this policy will be applied in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This Policy should be read alongside Eaton Primary School's PSHE & Citizenship Curriculum Policy; Safeguarding Policy; Disability, Race and Equality Policy; Positive Management of Aggressive Behaviour Policy; and Supervision Policy.

2. Praise and Rewards for Positive Behaviour and Effort

We are intent on praising our pupils at Eaton Primary School; and pupils' efforts, achievements and positive behaviour are recognised regularly throughout the year.

There are a number of ways that positive behaviour and effort is celebrated:

- Staff praise verbally but also have individual award systems. These are along the lines of awarding stars, stickers and 'golden time'. Golden time is a period of free choice time 'awarded' each week to celebrate whole class good behaviour, outstanding work etc. It can be held in the classroom or in any part of the school building/grounds at the discretion of the class teacher.
- Comments made to parents/carers. This may be done either face-to-face, via telephone or in a home/school contact book (the use of these may differ from year group to year group).



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- Each child is a member of a House and house points are awarded (MAX 3 per issue) to individuals which are in turn included in the weekly House Shield competition. Inter-house events and competitions are organised termly to promote team spirit and collaboration.
- A child's name may be included in the 'Head's High book', for outstanding examples of exemplary work, effort or behaviour. Post cards sent home from head for each entry. Children receive stickers as follows; bronze stickers for each 5 entries into the book, silver stickers for the next 5 entries in the book and gold stickers for the following 5.
- ACE badges are given out each week and celebrated in the weekly celebration assembly. These are awarded for good behaviour, work or attitude to school and school work.
- Achievement certificates given for sporting, academic or other efforts
- Good examples of positive behaviour or efforts are included in the 'Good News' section of our weekly newsletter. This section includes efforts inside and outside of school.
- Rocket Reward, a reward to recognise positive behaviour displayed by the whole school on five occasions where a special treat or event is organised.
- SEAL/PSHE/CIRCLE time, a time for all members in the class to offer praise or acknowledgement for positive behaviour or efforts within the class setting
- Achievement Display in the front entrance to highlight exemplary work.



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3. Sanctions to encourage Discipline and Positive Behaviour

When there is a need to implement a sanction, this is done fairly and firmly (Appendix C).

- Explanations of the reason why a sanction is being used will be shared with the child/children.
- The consequences of unacceptable behaviour will be discussed with the pupils, together with the feelings accompanying these consequences if the situation were reversed.
- On occasions the pupil/pupils will be asked to take "time out" (to an agreed area) following an incident. This gives time for the child to gather her/himself together and calm down if the incident involved anger, rough play etc.
- On all occasions of misbehaviour, pupils are encouraged to realise the consequences they have caused and offer an apology – this may be verbal or written. At the same time the recipient is encouraged to forgive unconditionally.
- Staff, when dealing with incidents, will always keep in mind that blame may not be all on one side. We ask that parents/carers do likewise.
- Staff on duty will deal with a situation in the first instance. If an incident warrants it this will be escalated by referring it to the class teacher, then the Senior Teacher in Charge then Head teacher – in this order. The approaches to discipline carried out by each member of staff are the same as the sanctions listed above.
- Parents are contacted by telephone or letter regarding more serious (see Appendix A, Positive Behaviour Management) behaviour issues. Whenever necessary, parents will be invited into school in order to be informed and involved with decisions and outcomes.
- The Head Teacher (and the Child Protection officer if this is necessary) should be informed of any complaint about bullying or an issue pertaining to the Single Equality Scheme, and the procedures outlined in this policy followed.
- A whole school system of recognising and illustrating positive behaviour is used in each class. Although based on the same system, there are age appropriate differences between lower school (traffic lights displayed in the classroom) and upper school (red and yellow cards displayed as appropriate and used with Appendix E).



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- Where it is necessary children may be given an Individual Behaviour Plan (see Appendix C). This plan will be tailored to the needs of the pupil at that time and will be reviewed and amended accordingly throughout the year.

4. Bullying: What is it?

Bullying is not:

When a child/children unintentionally hurt someone's feelings by mistake. For example: having a laugh; knocking into people by mistake; getting angry because they are annoyed with someone or something; or when they decide they don't want to play with someone one day. It is also not when a child is involved in a 'one off' incident of physical or emotional harm. Such examples are dealt with in accordance to the behaviour scale and will be monitored closely in the future.

Bullying is:

- 'The wilful, conscious desire to hurt, threaten or frighten someone' (Tattum, D & Herbert, G Bullying – a Positive Response).
- 'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'.
- A premeditated, unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents. It could be aimed an individual or a group.



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Bullying can include:

- teasing and/or abusive remarks and name calling
- a 'look'
- threats and physical violence
- damage to property
- deliberately leaving pupils out of social activities
- spreading rumours with the intention of causing harm
- upsetting mobile phone or email messages (cyber bullying)
- behaviours which can be described as racist. 'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Association of Chief Police Officers, Stephen Lawrence Inquiry). In the context of school: 'If a child feels the incident is racist, it is.' (Ofsted, November 2005)

4.1 Eaton Primary School's approach to bullying Incidents

Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-bullying' culture) we know that we may not be immune to incidents of bullying. However, our approach to any bullying incident is very clear.

Bullying of any kind is unacceptable at Eaton Primary School and is immediately investigated.

Strategies have been introduced (and will continue to be introduced –Appendix D) at Eaton Primary School to reduce the possibility of bullying. These cover raising awareness about bullying and our Policies relating to bullying, discipline and positive behaviour. They increase understanding for those involved in bullying; and teach pupils how to manage relationships in a constructive way. We work with positive behaviour and anti-bullying within our school community in many ways.



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With Children:

- We place our expectations for positive behaviour and anti-bullying within the curriculum (PHSE, SEAL, Drama, Circle Time and Rtime) so that Children can regularly reflect on themselves and others in a citizenship context.
- 'Hot Spot' maps (places that don't feel safe) will be given to all years, to give the School an indication of how it might feel being here from a child's perspective.
- Similarly, 'exit Interviews' will be issued to Y6 leavers.
- Pupil questionnaire every two years.

With Parents/Carers:

- 'Meet the Head' meetings at different times throughout the year.
- Parent/carer questionnaires every two years.
- Parent/Carer Support Advisor
- 'Open door' policy for parents/carers to come in and talk with staff and members of the leadership team.

With Teaching and Support Staff:

- Clear guidelines on positive behaviour management (See Appendix B)
- INSET training days
- At least every three years, training days for support staff
- By maintaining and regularly reviewing a Bullying Incidents log
- Reviewing supervision practices, after results from Exit Interview and 'Hot Spots' map are released
- Ensuring Care Plans include actions to be taken for children that might be vulnerable to bullying and making all staff aware of these plans
- Staff member with special responsibility for anti-bullying: TBC
- Regular meetings with all members of sub teams (MSA, TAs etc) to discuss, identify and address any issues as soon as possible.
 - SLT responsible for liaison meetings:
 - David Arthur: Mid-day supervisors
 - Rachel Dorling: other support staff



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With Governors:

- Through reports from the Head teacher at sub committees.
- By regularly reviewing a Bullying Incidents log
- Reporting to the Full Governing Body every year (Headteacher and Governor for Anti-bullying).
- Monitoring by Governor with special responsibility for anti-bullying: TBC

Whole School:

- Anti-bullying Week in November every year – link to the national anti-bullying week initiative.
- Applying for Healthy Schools' Status (TBC).
- Stronger links with school rules produced by Children's Council

With the Community:

- Members of the Norfolk County Council Anti-bullying Alliance, which offers support and advice about best ways to encourage an 'anti-bullying' school
- Working with our Cluster schools on Positive Behaviour, Discipline and Anti-bullying initiatives.
- Working with External Agencies who provide best practice, support and encouragement.
- Working with Extended Services to ensure Positive Behaviour, Discipline and Anti-bullying Policies are in place; and ensuring that reporting methods are clear to all users.



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4.2 What happens when the School becomes aware of an incident?

The Head Teacher should be informed of any complaint about bullying.

The following procedures will be followed by the Head Teacher or Senior Teacher in Charge, with an investigation and a written record of the outcome.

- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they have done the right thing by telling you.
- Discuss the nature of the bullying, recording outcomes if deemed necessary.
- Identify the bully/bullies, the person being bullied and any witnesses.
- Interview witness/es.
- Discuss the incident with the alleged bully/ies. Explain the allegations and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage.
- If the bully admits, make it understood that bullying is not acceptable. Tell them what effect it has on the self-esteem and education of the person being bullied and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Consider whether it is necessary to have discussions with the parents/guardians of the bully/bullies and the person who has been bullied.
- Provide support for the child/children who have been bullied. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the bully. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide opportunities in Circle Time, Rtime or groups, for the children to discuss relationships, feelings and the effect bullying can have on individuals. This will include re-iterating that it is OK for children to 'tell' a teacher when they witness, or are subject to, bullying in the School.



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5. Positive Handling – Step On Approaches

At Eaton Primary School, it is very rare that the use of physical restraint will be required. However, in order to prevent harm to pupils, staff, property or learning a policy on The Use of Reasonable Force to Control or Restrain Pupils, agreed by Norfolk LEA, has been adopted and is incorporated within the School's approved Positive Management of Aggressive Behaviour Policy. In addition to this all staff, involved in regular contact with those children at risk of needing this kind of intervention, have received 'STEPS' training.

6. Exclusions

In serious and persistent cases of bullying the Head teacher may have to consider excluding a pupil. Procedures will be followed according the National guidelines available from www.teachernet.gov.uk. In general this involves the following:

- The Head teacher will be responsible for the exclusion of pupils.
- When the Head teacher excludes a pupil she/he will inform parents, the Authority and the Governing Body in line with requirement set out in National guidelines.
- All exclusions will have regard to the guidance issued within current guidelines.

7. Dissemination of Information and Review of this Policy

Children are made aware of this Policy through the Circle Time, Rtime and PSHE/SEAL sessions. The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship. The Head teacher ensures that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Positive Behaviour, Discipline and Anti-Bullying policy is on the School website and a paper copy available for perusal in the school, on request.

This Policy will be reviewed every 2 years. Any modifications to the Policy will be appropriately consulted upon and put before the whole Governing Body for approval.



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8. Evaluation of the Impact of this Policy

On-going analysis of results from the following, to see if positive behaviour increases and bullying decreases:

- Head's High book (increase)
- Bullying incidents log (decrease)
- Annual 'Exit Interview' for Year 6 which will include a Safeguarding/Anti bullying questionnaire/survey
- Annual report to Full Governing Body/SEF
- Ensuring the training log for teaching and support staff is maintained.

9. Useful resources/websites

Information for Parents, see

<http://www.direct.gov.uk/en/Parents/Yourchildshealthandsafety>

Information for Schools/Parents - click Behaviour and Attendance in the left hand column on <http://schools.norfolk.gov.uk>

DCSF Anti-Bullying Charter for Action, see

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

and

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

The National Organisation for Anti-bullying

<http://www.anti-bullyingalliance.org.uk>

including information on

- Homophobic, racist, religious and cultural bullying
- Special educational needs and disabilities
- Sexual and cyber bullying

Acknowledgements:



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Many thanks to Avenue Junior School for allowing us to use their current behaviour policy when creating this document.

Chair of Governors Victoria MacDonald

Date September 2011

Review date September 2013



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Appendices

Appendix A:

Positive Behaviour Management

Appendix B:

Strategies to be considered over the next two years, to reduce the possibility of bullying at Eaton Primary School.

Appendix C:

Example of Independent Behaviour Plan

Appendix D:

The Eaton Behaviour Ladder and sanctions snake

Appendix E:

Example of behaviour/achievement record



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Appendix A: Positive Behaviour Management

At Eaton Primary School we have high expectations of behaviour and this is modelled by staff and pupils. The information below is intended as guidance for teachers. We expect staff to use their professional judgement when dealing with children who have SEN or those who may require more sensitive handling. At any time if the class teacher is concerned they should approach the Headteacher for support.

Behaviour strategies and sanctions comments:

Stage 1: Aggravations (low level)

Examples:

Wandering about the class without permission, calling out, interrupting teacher when talking to the whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils when requested not to, silly noises, pushing in line

Actions to be taken by members of staff:

- Attention drawn to good behaviour
- Eye contact
- Frowns or use of other 'signals'
- Reminders of task, class rules, what to do, options
- Change of seating

Outcome or next steps:

Dealt with by class teacher or support staff

Some children may need discussion away from peers

If behaviour continues despite strategies used move to Stage 2



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Stage 2: Less serious

Examples:

Not responding to teacher's requests to work. Being more disruptive, deliberately creating a disturbance. General refusal to do anything. Accidental damage through carelessness. Cheek, off hand comments. Minor challenge to authority. Swearing at or using inappropriate language to peers. Annoying other children.

Actions to be taken by members of staff:

- Separation from the rest of the class group within the classroom
- Referring to class rules and reminding children of the expectations in school
- Completion of unfinished work in own time
- Parallel teacher involvement

Outcome or next steps:

Discussion with child on own regarding their behaviour using positive behaviour management strategies

Repetition of offence moves to Stage 3



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Stage 3: More serious

Examples:

Deliberately throwing objects. Harming someone. Deliberate damage of school/ other pupil's property. Leaving class without permission. Repeated refusal to do set tasks
Continued or more serious cheek/challenge to authority. Harmful/offensive name calling.

Actions to be taken by members of staff:

- Internal exclusion from class to other work base for an agreed period (this can be within the same year group or to a different year group)
- Contact with parents by class teacher to discuss behaviour by telephone or standard letter. Meeting between parent and class teacher
- Senior teacher involvement, Headteacher informed
- Written letter of apology by pupil
- Placement on report card

Outcome or next steps:

Reminder of home school agreement

Placement on Behaviour Plan with evidence logging for monitoring behaviour, SENCO involvement

Report signed daily by senior teacher in charge for that week and parents

Repetition of behaviour move to Stage 4



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Stage 4: Very serious

Examples:

Repeated and unacceptable lunchtime/playtime behaviour. Repeatedly leaving classroom without permission. Fighting and intentional harm to other children
Throwing dangerous objects. Serious challenge to authority. Verbal abuse to staff
Vandalism. Stealing. Bullying. Racist or homophobic incidents. Leaving school site.

Actions to be taken by members of staff:

- Requires immediate involvement of the Headteacher
- Parents called into school
- Possible suspension/exclusion
- Child on report upon return

Outcome or next steps:

Review of IEP to SA+/behaviour plan

Invitation for external agency involvement, for example: Education Psychologist, PRU etc

Repetition of behaviour move to Stage 5



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Stage 5: Extremely serious

Examples:

Extreme danger or violence. Very serious challenge to authority. Physical abuse to staff.
Repeatedly leaving site. Persistent bullying.

Actions to be taken by members of staff:

- Immediate involvement of Headteacher & parent/carer
- Immediate suspension
- Exclusion discussion with governors/ authority

Outcome or next steps:

Education Welfare Officer involvement
Behaviour contract for phased return
Behavioural unit involvement



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Appendix B: Strategies to be considered over the next two years, to reduce the possibility of bullying at Eaton Primary School.

With Children:

- If someone witnesses someone else being bullied, they are encouraged to tell an adult about it immediately
- Close involvement with Children's Council, who are responsible for disseminating the 'child friendly' policy
- Annual survey on 'Positive Behaviour, Discipline and Anti-bullying'

With Parents/carers:

- Parent/Carer Partnership, who are responsible for disseminating the Parent/Carer's Code for 'Positive Behaviour, Discipline and Anti-bullying'
- Annual survey on 'Positive Behaviour, Discipline and Anti-bullying'

With Teaching and Support staff:

- A Staff Code of Conduct for 'Positive Behaviour, Discipline and Anti-bullying'

Whole School:

- Whole school policy consultation, every two years
- Safe Use of ICT policy to be completed



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Appendix C: Example of an Independent Behaviour Plan

EATON PRIMARY SCHOOL INDIVIDUAL BEHAVIOUR PLAN

NAME: ?????

YEAR GROUP: ?????

SEN STAGE (IF APPROPRIATE): ?????

DATE OF PLAN: ?????

DATE OF REVIEW: ?????

BEHAVIOUR TARGETS (MAXIMUM OF THREE, TO BE NEGOTIATED WITH PUPIL)

???? should

1. ... avoid all incidents of aggression
2. ... do what is asked by a teacher without shouting or arguing.
3. ... ask the teacher for help or use his time-out card if any difficulty arises.

METHODS AND RESOURCES TO MEET TARGETS

???? should be given clear instructions/expectations of the task. He should be given the opportunity to work in his own places or as part of the whole class group. Additional work should be available should he choose to withdraw himself from the whole class task (these should be kept near his work space and could be available if he is removed from class). He should be rewarded for positive choices such as removing himself from a possible 'explosion' or asking to work in a different work space.

If difficult behaviour starts:

- Give a non-verbal warning to discourage
- Give a quiet verbal warning
- If he refuses to co-operate remain calm and non-confrontational
- Repeat quiet warning - e.g. "????, get on with your work please." Or, "We are all working quietly in here ????, you need to work quietly as well thank you."
- Give him an opportunity to use his 'time-out' card.
- If he refuses to use his 'time-out' card he should be removed to the designated area. Refuse to engage him in any conversation until he is calm. TA to remain with him to ensure he is safe.
- If he cannot calm down, or is not co-operating ask him to go with TA to either the senior teacher in charge (see the weekly rota) until he is calm
- When he is calm he may return to the lesson after any damage etc is put right. When returning to class remind him of the expectations e.g. "When you go back into class you will sit in your place and not shout out."



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CRITERIA FOR SUCCESS

Progress will be monitored and assessed via teacher and TA notes. Targets on this IBP may need to be changed or amended at any time as a result of the monitoring process.

REWARDS

- **Spoken and written praise**
- **Senior staff – senior teacher in charge (see the weekly rota) or Mr Portas**
- **Parents told by phone or in person**
- **Weekly reward event with friends, member of staff, parent etc.**

The School is happy to support your choice to be a success. You can do it!

SANCTIONS

It is unwise to collect sanctions but the school will always deal with any behaviour that upsets the learning and safety of others. After any warning make the choice to change your behaviour. It is the mature thing to do.

Mr Portas and your parents will be told of your behaviour and will record it.

ACTION AND BY WHOM

- Mr Portas, members of the senior leadership team, Mr Hamilton and Mr Potter will monitor progress through reporting at specified times. Targets and criteria for success will be specified, recorded, reviewed and changed by them as need arise.
- The SENCo and external agencies will assist the school to draw up the Individual Behavioural Plan in accordance with the guidelines of the Code of Practice and to maintain it where it is accessible to all mainstream staff.
- ????'s parents will be asked to support the positive aims of this plan at home.
- Regular meetings will be arranged to monitor/maintain ????'s progress.

TO BE SIGNED BY

PUPIL _____

PARENT _____

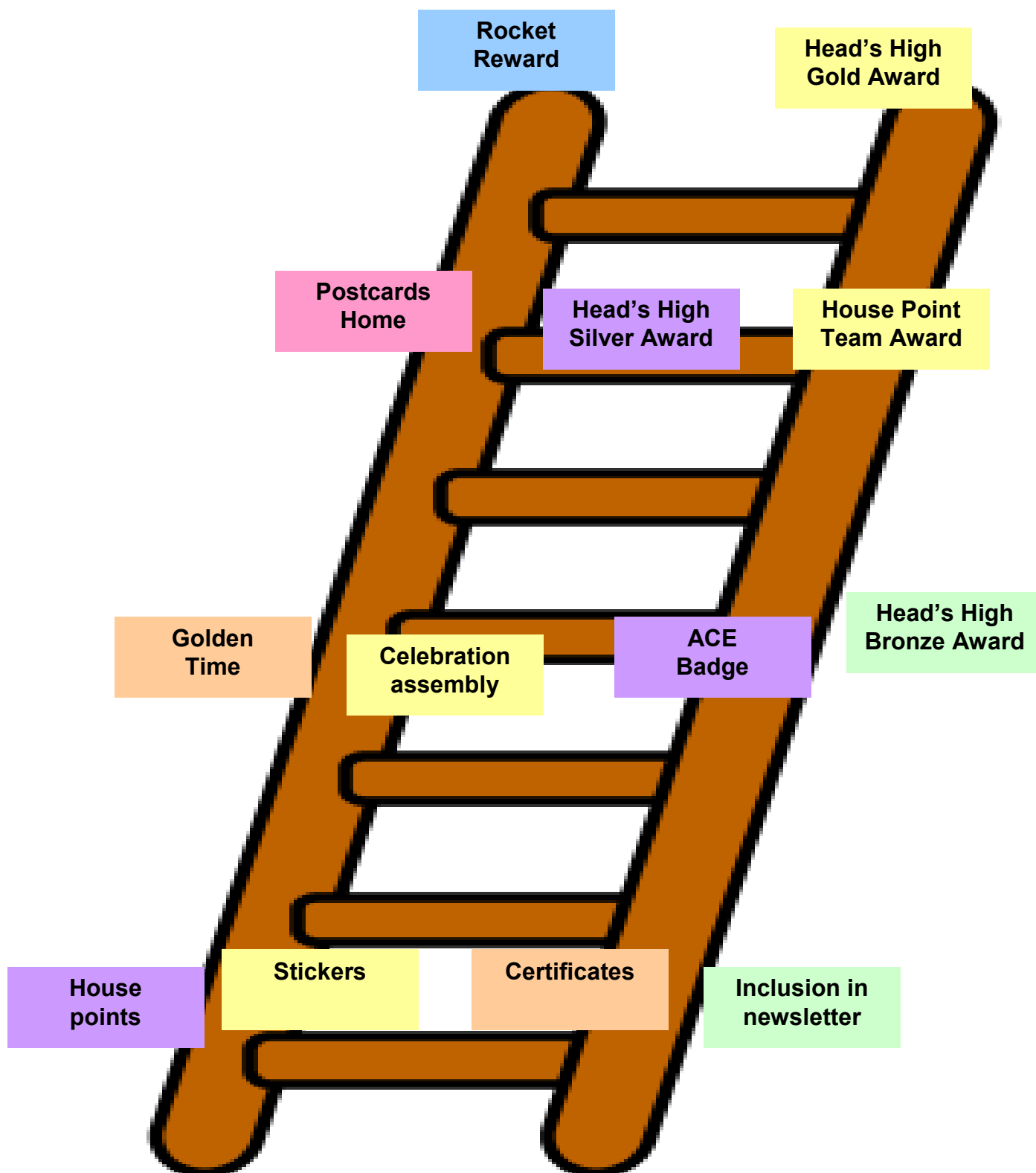
TEACHER _____

HEAD TEACHER _____



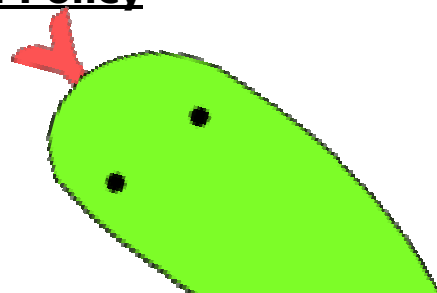
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Appendix D: The Eaton Primary Behaviour ladder & sanctions snake





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Stage One: Aggravation

Actions: Attention drawn to good behaviour, eye contact, reminder of class rules and expectations, change of seating.

Stage Two: Less serious

Actions: Separation from class, referring to class rules, completion of work in own time, Senior Teacher in charge involvement

Stage Three: More serious

Actions: Internal exclusion from class, contact with parents (telephone, letter), written letter of apology by pupil, placement on report.

Stage Four: Very serious

Actions: Immediate involvement of Headteacher, parents called in to school, possible suspension/exclusion

Stage Five: Extremely serious

Actions: Immediate involvement of Headteacher and parents/carers, immediate suspension, exclusion discussion with governors/local authority.



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Appendix E: Example of behaviour/achievement record

How are we getting on?

| |
|-----------------|
| Week beginning: |
|-----------------|

| | Name | House points | ACE | Yellow | Red |
|----------|------|--------------|-----|--------|-----|
| Darwin | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Einstein | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Faraday | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Newton | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |