



Egginton Primary School Behaviour Policy

Introduction

At Egginton, we strongly believe that every child has the right to a happy and safe school life so that they can progress successfully in their learning and social development. We are committed to becoming a UNICEF Rights Respecting Schools and the principles outlined in the convention are demonstrated within the school Golden Rules rules and expectations we have for our pupils. Respect and tolerance for others are at the heart of our school ethos and pupils demonstrate this by following the Golden Rules that were established by both staff and pupils.

- All teaching, support staff and volunteers are expected to follow this policy and to model and expect high levels of behaviour at all times from the pupils.
- We respectfully request that parents and carers support and regularly reinforce this policy with their children.

Golden Rules

- We are polite, kind and helpful.
- We follow instructions from all adults in school.
- We are honest.
- We are gentle.
- We treat people and property with respect.
- We move sensibly and calmly around the school.
- We try our best in everything we do.

Class Expectations

Class expectations concerning routines and behaviour for learning are established between class teachers and their new class at the beginning of the Autumn term. The expectations are displayed in the classroom and are referred to throughout the academic year.

Team Points

Children will be allocated to one of four teams on entry into Reception. These will be evenly allocated across the four teams: Red, Yellow, Blue, Green. Team points are awarded for effort, achievement and positive behaviour and can be awarded to children by any member of staff in school. All pupils begin the day on 'Green' on the traffic light system displayed in each class. Pupils automatically receive 5 team points if they move up to Gold on the traffic light system.

Pupils from year 2 upwards record team points they have earned onto a sequence of team point cards and a team point chart that is displayed in class. The pupils are rewarded with a certificate when their cards are completed. Each pupil starts with a Bronze card at the beginning of a new academic year. Once this is completed the 'Team Point Card' is taken to the Headteacher to share their achievement. In Reception and Year 1, pupils record team points on the weekly class team point chart but the class teacher records and tracks each pupil's individual team point total and informs the pupil and Headteacher when they have earned a team point certificate. The Headteacher is then responsible for writing out the pupil's certificate to be awarded in the next 'Celebration Assembly' and handing them their next team point card. The order of team point cards is: Bronze, Silver, Gold and Platinum.

When pupils are awarded a team point they record it on their individual card and also on their team chart. The team point chart is counted weekly by the class teachers and the totals are read out during the first assembly of the following week. The team totals are displayed clearly in the school hall.



Golden Time and Golden Privileges

From Year 3 onwards, Golden time is earned by demonstrating a whole class ethos to following the Golden Rules. The children can earn up to 20 minutes during the week. Golden time usually takes place on a Friday afternoon. There is a visual display to show the children how many minutes they have earned during the week. Each class starts with 10 minutes of Golden Time and they can gain an additional minute with each 'Pot of Gold' that is awarded.

In Reception, Year 1 and Year 2 pupils collectively earn Golden tokens towards receiving a whole class Golden privilege. This privilege will be received when the class earns 20 tokens and will be agreed with the class teacher.

Sanctions

Sanctions are given to a pupil when they do not follow the Golden Rules. The following system is used:

- 1) Verbal Warning is given to the pupil with specific reference to the Golden Rule they have broken.
- 2) The pupil is given an official 'Warning.' They are moved off Green and onto Amber.
- 3) The pupil is moved onto Red on the class traffic light system. The pupil will complete a short behaviour reflection sheet with the class teacher at the next break time or lunch time to enable them to learn from the negative behaviour they have demonstrated. The pupil will identify the Golden Rules they have broken on the reflection sheet. The class teacher will keep the behaviour reflection sheets in a separate file. The parents/ carers of the child may be contacted depending on the type of negative behaviour.
- 4) The child is sent to the Headteacher and parents may be contacted depending on the type of negative behaviour.

NB A child can move straight to sanction 4 in the event of having verbally or physically hurt another pupil or a member of staff or for any other serious incidents such as swearing.

At the class teacher's discretion, pupils may move 'back up' the colour chart from Red or Amber to Green during the day if an improvement in behaviour is demonstrated but the initial move to Amber or Red will always be recorded.

It is important for teachers and parents/carers to work in partnership and communicate with each other if pupils are consistently breaking 'Golden Rules' at school. Class teachers will contact parents/carers within a short time-frame to discuss any ongoing behaviour issues.

Monitoring of Sanctions

The class behaviour log monitored regularly by the Headteacher. If there are any identified trends in negative behaviour in a class or across the school then this will be shared with staff and addressed through PSHE lessons and assemblies. The behaviour log will be analysed closely and pupils who are consistently breaking specific Golden Rules will be asked to meet with the Headteacher to discuss their behaviour. As an outcome of this meeting:

- Parents/Carers may be invited into school to meet with the class teacher and/or the Headteacher to discuss their child's behaviour.



- The Headteacher/ SENCo may carry out further observations to ascertain whether the pupil needs further support to address their behaviour.
- There may be a requirement for Individual Behaviour Plans to be put in place to enable a change in behaviour for specific pupils.

An 'Early Help Meeting' involving parents/carers and support agencies will be initiated by the school if:

- A pupil has been identified as having specific physical, social or emotional needs that must be met beyond school in order to improve their behaviour.
- A pupil has been identified as being at risk of exclusion.

If there are specific issues beyond school that are starting to affect the pupil's time in school we will discuss additional support options with parents/carers. With consent from parents/carers we will make a referral to Starting Point who can provide external, specialist help for the pupil and/or their family in the school or at home.

Risk assessments for pupils displaying challenging behaviour

The school will consider undertaking risk assessments for pupils with challenging behaviour in order to minimise risk, protect pupils and staff and to exercise the school's 'Duty of Care.'

Physical Restraint

Staff will follow the local authority policy regarding the use of physical restraint. If a situation requires this response then pupils will be restrained by a member of staff:

- To prevent a fight on the playground
- To reduce risk of physical harm to themselves
- To prevent a pupil from causing physical harm to a member of staff or another pupil.

All restraints are recorded on a Physical Restraint report form and parents/carers are contacted immediately. The forms are kept in the Headteacher's office.

Exclusions from school

The Headteacher can make the decision to exclude a pupil from Egginton. Unacceptable behaviour which might lead to exclusion includes:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse/ threatening behaviour against a pupil.
- Verbal abuse/ threatening behaviour against an adult.
- Malicious accusations against staff that are proven to be false.
- Bullying.
- Racist or homophobic abuse.
- Damage.
- Theft.
- Persistent disruptive behaviour.

Egginton takes a very serious view of incidents of this type and in an extreme case the Headteacher has the power to exclude for a fixed period of time or permanently. Permanent exclusion is only used as a last resort:



- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Further information for parents and carers relating to the school exclusion procedure can be found on Derbyshire County Council website within the document 'Information for Parents.'

https://www.derbyshire.gov.uk/education/schools/attendance_behaviour_welfare/exclusion/default.asp

Lunchtime Supervision

It is the responsibility of lunchtime supervisors to manage behaviour at lunchtimes. This includes the promotion of positive behaviour and the prevention of poor behaviour by:

- Establishing and maintaining positive relationships with the pupils.
- Engaging with the pupils relative to their age.
- Liaising with class teachers and the leadership team to identify and act upon any current issues.
- Monitoring, anticipating and intervening to calm disagreements between pupils.

Lunchtime supervisors award positive behaviour by giving team points and lunchtime certificates. They also nominate a 'Top Table' award each week based on lunchtime behaviour in the main hall.

As a sanction of negative behaviour at lunchtime, the lunchtime supervisors may ask a pupil to take a brief 'time out' where they will quietly reflect on their behaviour before re-joining any lunchtime activities. Lunchtime supervisors will report negative behaviour to class teachers or the Headteacher and sanctions will then be given and recorded in line with the steps in the policy.

Headteacher Stickers

These stickers are given to pupils for exceptional effort, work or behaviour. When a pupil has achieved this they are sent with their work or a brief message to the Headteacher.

Achievement Certificates

Each half term class teachers will nominate a pupil to receive an English award and a pupil to receive a Maths award for excellent work that week in the relevant subject. The class teacher will also select one pupil each half term to receive a 'Superstar' award for excellent work or behaviour. Class teachers will prepare certificates and they will be handed out during 'Celebration Assembly' at the end of each half term. A photo of each pupil that receives an award will be put on display in the hall.

Other Awards

Attendance awards for individual pupils and classes will be celebrated during 'Celebration Assembly'. In addition, pupils will be encouraged to share achievements from outside school. These certificates and awards are shared during Celebration Assembly at the end of each half term.

Pupils with identified special educational needs and/or disabilities

At Egginton we recognise that a minority of pupils will have been identified as having special educational needs and/or disabilities which can be a temporary or permanent barrier to being able to access this policy. We are committed to acknowledging the contextual needs of all our pupils and making reasonable adjustments to our management of behaviour that ensures they continue to



experience our high expectations but are not disadvantaged or discriminated against in their efforts to achieve this.

Links with other policies/documents

Anti-bullying Policy

Equal Opportunities Policy

Safeguarding Policy

SEN Provision Statement

This policy was drawn up following consultation with the staff, pupils, parents and governors of Egginton Primary School.

It was agreed by Governors in September 2018.

It will be reviewed in September 2019.



Appendix 1

Reflecting on my Behaviour

Name: _____ Class: _____

_____ Date: _____

Which Golden Rules have I broken? (Tick)

- We are polite, kind and helpful.
- We follow instructions from all adults in school.
- We are honest.
- We are gentle.
- We treat people and property with respect.
- We move sensibly and calmly around the school.
- We try our best in everything we do.

What happened?

What can I do to fix things?
