

PROMOTING POSITIVE BEHAVIOUR POLICY



THE EVELINE DAY SCHOOL

Reviewed: September 2022

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## Introduction

At Eveline Day School we promote a positive atmosphere in which individuals are encouraged to share and co-operate.

### We encourage –

1. Children, parents and teacher to co-operate with each other to create a happy, secure learning community.
2. Children to take responsibility for their work, behaviour and belongings.
3. Children to respect others and work and play together in harmony.
4. Children and adults to respect school property and property of others.

### Our Behaviour Policy is based upon the following principles: -

1. Our aim is to maintain a happy and secure community based on thoughtfulness and consideration of others.
2. Children need to learn to use self-control and to develop personal responsibility.
3. Children have the right to learn and teachers have the right to teach.

Our rules are based upon some things that we cannot tolerate from anyone in school.

### These are as follows:

1. Aggressive or anti-social behaviour, including biting; scratching; fighting; including pretend fighting.
2. Offensive language, including swearing, racist/sexist insults and name calling
3. Bullying or 'ganging up' in any form
4. Insolence; rudeness; defiance or refusal to co-operate with instructions given by an adult in school.
5. Stealing or dishonesty.

### Our rules are:

1. I will listen to others and follow instructions.
2. I will speak politely and always tell the truth.
3. I will show respect to others at all time.
4. I will respect my own property and that of others.
5. I will work hard and always try my best.

*ALL CHILDREN CAN BEHAVE WELL*

*THESE SCHOOL RULES WILL CONTINUE TO APPLY BEFORE AND AFTER SCHOOL HOURS  
WHILST CHILDREN ARE ON SCHOOL PREMISES AND WHILST WEARING SCHOOL UNIFORM TO  
AND FROM SCHOOL*

## Pupils with Special Educational Needs or Disabilities

The Senco is responsible, as the key person for vulnerable children and is available to staff and parents to support when dealing with discipline. In line with the Equality Act 2010 with regards to Special Educational Needs, reasonable adjustments are made in the application of the Good Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour related learning difficulties. This will prevent a disproportionate impact of the school's disciplinary framework on those individual pupils.

Specific arrangements for vulnerable (or potentially vulnerable) pupils will be considered on an individual basis by the class teacher, Senco or Headteacher (where appropriate) and all relevant staff will be informed of any amended disciplinary framework for such children. Children at this stage may require a Behaviour Support Plan. If behaviour escalates then such cases may necessitate intervention by behaviour outreach specialists and at this point a Pastoral Support Plan will put into effect and monitored.

## How we achieve our aims

The best way to encourage a child to behave is by making them aware of what they are and not allowed to do at school. Our aim is to create consistency for the children so that there are no conflicts of understanding. We encourage all staff, parents, pupils and visitors to 'catch' good behaviour. Examples of our rewards and incentives can be found on Appendix 1.

Where problems occur our approach in the majority of cases is to discuss the matter with the children concerned and then decide upon an appropriate course of action. If a child persistently misbehaves or is having difficulties of a more serious nature the matter is usually discussed between Head Teacher and the child's class teacher.

Our aim is to keep punishments to a minimum so as to increase their effect when used. WE also aim to make them appropriate to the misdemeanour (See Appendix 2 – Discipline Statement). If a child is involved in a serious misdemeanour his/her parents will usually be informed that day either in writing or verbally. If the misdemeanour involves the damage or destruction of school property, parents will be charge for repair or replacement costs.

In some instances, the school may need to take more serious action. Initially this may be in the form of monitoring the child via a report book or Behaviour Support Plan. The report book is a means of communicating on a daily basis with parents the way their child has behaved. The aim is to note in detail all instances of behaviour, both good and bad to build up a more detailed picture. Where the report book is used it will always contain details of achievements throughout the day as well.

Our most serious punishment is that of excluding a child from school. The use of exclusion is rare at the Eveline Day School.

### How parents can help resolve difficulties

We encourage parents to tell their child to seek assistance from a teacher or adult immediately if they have difficulties they cannot resolve independently e.g. if they have been hurt or upset by anyone. If they are unable to resolve their conflicts an adult will help them.

If parents are aware that a “problem” has not been resolved, they are advised to make an appointment to discuss this with their child’s teacher. Teachers are usually available at the end of the day. If this does not resolve concerns parents can then arrange to meet with either the Headteacher or Deputy Headteacher.

If these approaches do not resolve concerns, an appointment with the Headteacher is made.

We remind parents that no matter how upset they may be the most effective way of dealing with a concern is to report the matter to the school and discuss it with us. We also emphasize that we do not tolerate parents shouting at or abusing any member of staff under such circumstances will always exercise our right to ask the parent concerned to leave the premises until a calmer discussion can take place.

We are committed to resolving all concerns to satisfaction. We all have to be realistic, however, and on some occasions, this may take time.

## APPENDIX 1

### Rewards and Incentives

There can be no doubt that most children will try harder if they feel their efforts are recognised and rewarded. At Eveline Day School we use four levels of reward:

1. Class Rewards such as stickers, sticker charts. These are to be decided by the children with their teacher and can lead to tangible rewards such as certificates. Children can be nominated to receive a 'Star of the Week' for exceptional good work; effort or behaviour, presented in the weekly Achievement Assembly.
2. House Points. All the children from Upper Reception to Year 6 will be allocated to a house. Anyone can give a child house points and these all count towards a house cup which will be awarded monthly to the house with the greatest number of points. The teams collect recyclable plastic coins and at the end of each month, the coins get counted and the team with the most coins wins, and their flag is hoisted up in the garden and stays there for a month. There are special 'orange' coins that are the value of five house points.
3. The Star of the Week Table. Stars of the week children share a special breakfast together every week on a special table which has a tablecloth and flowers.

The rewards and incentives strategy is further supported by informal contacts with home such as letters or phone calls to share good news.

This strategy is aimed at rewarding those who always make the effort and try hard as well as providing incentive for those who find this more of a struggle. **It will not be used to reward children for conforming to expected behaviours, routinely demonstrated by the majority of children each day.**

## APPENDIX 2

### Discipline Statement

All teachers operate a system in their own classrooms of rewarding children for inappropriate school behaviour. Children may receive rewards such as stickers, house points or a golden award. Class teachers also send children to receive praise from other teachers, the Headteacher and the Executive Headteacher. Each class teacher will nominate a pupil for the weekly 'Star of the Week' which is presented in the Achievement assembly. This may be used as a reward for behaviour not just academic achievement.

By rewarding positive behaviour and attitudes, children begin to develop self-esteem. However, we realise that there may be times when unacceptable behaviour does occur and we will need to implement some form of sanction. Punishments and sanctions are always in proportion to the misdemeanour and carried out promptly. Staff will not use 'blanket' sanctions but will discipline the child or children involved.

Children are all taught to understand the rules and are made aware of the consequences of breaking them. This is an important part of helping children to develop self-control.

### What happens when a child misbehaves?

A staged process of response is used depending on the severity of misdemeanour. Each of these stages is overlapping and relies on the judgement of adults on the scene. The majority of incidents are dealt with immediately and informally by class teachers and other adults at the time of the incident.

#### *Minor misdemeanours*

These form the bulk of playground problems, misdemeanour in corridors and other areas of the school and some incidents in the classroom. The following process is used in these cases;

- The adult or teacher on duty/in charge will talk through the incident with everyone involved
- They may then use exclusion from a particular game or activity for the rest of that playtime
- If the adult has concern about the nature of the misdemeanour, the attitude of the pupil or any other concern they will report this back to a senior leader who may decide upon further action such as referring the matter to the Headteacher or discussing the problem with the child's parents.

Because of the minor nature of these incidents and the frequency with which they may occur, the emphasis at this stage is on discussion and adult discretion.

## Major Misdemeanours

These are less common. These will usually include incidents of pupil insolence, rudeness or failure to operate with an adult. Certain behaviour such as, fighting, swearing or physical/verbal intimidation and acts of persistent, repeat or serial misdemeanour will always be treated under this heading. The following process is used in these cases:

- The adult or teacher on duty/in charge will talk through the incident briefly with everyone involved. If they decide that a major misdemeanour has occurred they will refer the matter to a senior leader. If the misdemeanour has occurred at lunchtime it will also be recorded in the playground book so that the class teacher is made aware, and any patterns of misbehaviour can be identified more easily.
- The senior leader will fully investigate the matter and document it. Depending on the severity of the incident the pupil's past conduct record, they make take a range of courses of action:
  - Impose a sanction (Appendix 3)
  - Report back to class teacher for reference
  - Pass back to class teacher to inform parents
  - Write a letter to parents personally outlining incident
  - Ring parents before end of the day and invite them in to discuss the incident
  - Pass to Headteacher for consultation or further action

This list is not exclusive and the level of response will depend on the judgement of the senior leader about the severity of the incident.

- Most incidents of major misdemeanour will be reported to parents and will be recorded in the school incident log (See Appendix 4). The decision to make an entry in the incident record will always be taken either by the Headteacher or the Deputy Headteacher. At this point a decision will be taken as to whether a behaviour support plan or further support needs to be put in place.

## Misdemeanours which could lead to exclusion

These are very rare at the Eveline Day School.

They will usually be incidents of a very serious nature such as bullying or racism or where the safety of the pupil themselves or those around them has been seriously threatened (including any physical or verbal attack on adults in school). This might include maliciously discharging fire equipment or bringing a harmful object such as a knife into school. In these cases the following will happen;

- All incidents of this nature will be dealt with by either the Headteacher or Executive Head Teacher who will make a thorough investigation and record this. In addition to

this, they may also take independent written statements from adults and other children who may have been involved

- The parents of the child will always be contacted immediately and an arrangements made to meet them at the school within 24 hours
- The Head may choose to do one of 3 things:

Discuss the matter with the school principal

Exclude the child from school

All incidents of this nature will be logged in the school incident log

## APPENDIX 3

### Most frequently used sanctions:

- **Missed Playtime** (missing one of the breaks either by staying in the class teacher or, more usually, by standing in an area of the playground throughout break or spending it walking beside the adult on duty)
- **Use of Responsible Thinking Sheet**  
Used when the child's actions have caused upset and they can reflect on what they could have done differently
- **Letter of apology**  
Used when a child has:  
Upset or hurt another child  
Been rude or insolent to an adult
- **Punishment to fit the crime**  
Used when a child has:  
Persistently, repeatedly or serially misbehaved  
Been rude, insolent or failed to co-operate with an adult  
Attacked another pupil  
Endangered others  
Threatened or bullied others  
Wilfully stolen or damaged school property or that of others

(in these cases the senior leader will use the process outlined earlier in this statement and may take a range of actions as appropriate, including any of those outlined above.)

This is by no means a definitive list of sanctions used at The Eveline Day School but it does describe those most commonly used.

Adults at The Eveline Day School do not use whole group or blanket sanctions. They take care to use sanctions only on those individuals who breach our rules.

### Restraint

Children will only be physically restrained if their behaviour is deemed to be a danger to themselves or others. They will be restrained in accordance with the non-statutory advice by the Department for Education in accordance with the Education Act 1996

["Use of reasonable force Advice for headteachers, staff and governing bodies." July 2013](#)

[DfE advice template \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

and the Education and Inspectors Act 2006 and the schools Control and Restraint Policy.

## Corporal Punishment

Any act towards a child by a member of staff that could be considered as an act of corporal punishment is completely forbidden at Eveline Day School and would trigger an immediate response by the Headteacher in line with the schools' allegations against staff and disciplinary procedures.

## APPENDIX 4

**BEHAVIOUR INCIDENT LOG** - This could be used, However, we have an online system called **My Concern** that has now overridden paper copies.

Name of victim/s		Name of Perpetrators/s	
Date and Time		Place of Incident	
(Circle as appropriate)			
Observed behaviour		Discussion	Disclosure (by whom)
Typical of incident/harassment (circle as appropriate)			
Racist	Sexual Abuse	Gender Linked	
Physical Abuse	Verbal Abuse	Non-verbal abuse	
Details of incident:			
Signed		Designation PL, CT, TA, MDS	
Passed to Headteacher/Deputy/Mentor		Date	
Action taken /Sanction / Outcome		Parents informed? Yes/No	

Signed	Date

## APPENDIX 5

### Anti-Bullying Statement

We have a responsibility to provide a secure and safe environment so that all may come to school in the confident knowledge that they will be protected from bullies. At Eveline Day School children, parents and teachers co-operate with each other to create a happy, secure learning community. Our aim is to maintain a happy and secure environment based on thoughtfulness and consideration to others. We do not tolerate rudeness, defiance or refusal to cooperate with instructions given by an adult in the school. Everyone at Eveline Day School is valued.

### What is bullying?

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone or a group by an individual or other group. We recognise that bullying is often, but not always persistent in its nature. (Equality Act 2010 refers).

Bullying behaviour encompasses physical, verbal and non-verbal abuse. Examples may include;

Physical	Hitting, punching, pinching, interfering with others' property, intimidation
Verbal	Name calling, taunting, sarcasm, threatening, intimidating, degrading or humiliating behaviour, swearing, racist/sexual/homophobic remarks

Non-verbal	Rude gestures, ignoring, graffiti designed to embarrass, deliberate exclusion from games, activities or groups, turning other against someone or ganging up
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Pupils or parents troubled by bullying must discuss their concerns with members of staff as soon as possible and following procedure will be acted upon:

- Incidents must be reported to class teachers (both of victim and bully) and logged
- The class teacher will then report the matter to a senior leader
- Parents will be informed by class teachers of serious concerns. The Headteacher will be informed and investigate allegations with the children involved. They will contact the parents of the bullying child immediately and ask them into school to discuss the matter
- A child found bullying will be excluded from activities where the safety and welfare of others is in jeopardy
- If bullying continues, the child will be excluded from school

All incidents of bullying will be treated as excludable misdemeanours as described in the discipline statements (appendix 1).

Incidents identified as racist, sexual, homophobic or gender linked are logged and a record kept.

Pupils are encouraged, however, to learn how to deal with bullying themselves by gaining appropriate strategies to develop confidence and coping with negative peer pressure. In particular, appropriate, immediate reporting to an adult in school is strongly encouraged.