

Thomas Eaton Academy- Behaviour Policy

Rationale

At Thomas Eaton, we believe that it is essential for everybody to create a caring, supportive and positive ethos and environment for all. Children and adults thrive in a calm and purposeful learning community that respects and values every individual. We believe strongly that an emotionally literate school with a clear ethos and policy of positive behaviour management helps support the social and emotional aspects of learning and behaviour patterns of our children and staff.

Aims

- To create an enriched emotionally literate environment that is safe and secure.
- To create calm and purposeful learning environments where children can learn with confidence.
- To foster and maintain respect for ourselves and others, our cultures and backgrounds, wellbeing and property.
- To encourage all children to take responsibility for their own choices, develop self-discipline, self-control and independence.
- To celebrate diversity, promote inclusion and enhance positive relationships in school.
- To encourage children to reach their full potential by recognising their achievements.
- To work in partnership with parents through effective communication to establish high expectation of behaviour and celebrate achievements.
- To support children with their behaviour using the resources within the school.

Guidelines

The school has worked with stakeholders to design procedures and a policy that supports and fosters an environment and ethos of positive behaviour. This policy will encourage and nurture good behaviour patterns for life. This policy sets out our systems and strategies that will help support the good behaviour of our learning community. It sets out clear guidelines and roles and responsibilities to ensure that policy is practice and to allow the effective communication of our shared vision and expectations.

It is our belief that good behaviour stems from excellent relationships, clear expectations that have been communicated effectively and by recognising and valuing achievement. It is also important to understand that we all make mistakes and that we can apologise and move forward without carrying our mistakes with us.

There are many complex reasons why behaviour expectations are not met and it is the duty of every adult to look carefully behind the behaviour to identify the underlying causes and support and tackle these hidden issues.

School Rules

- Make safe choices
- Always be honest
- Be kind and respectful to everyone and everything in your school
- Keep hands and feet to yourself
- Always do your best

Diamond Learning Behaviours

Alongside the school rules are a set of learning behaviours that we expect from all children. These are displayed in each classroom, along with the school rules.

These are:

<u>Responsibility</u> <ul style="list-style-type: none">• being independent• being a role model• focusing on your own learning and progress	<u>Relationships</u> <ul style="list-style-type: none">• working as a team• collaborating with others• showing mutual respect• giving constructive feedback	<u>Resilience</u> <ul style="list-style-type: none">• risk taking• getting things wrong• stickability• challenge• perseverance• positivity
<u>Readiness</u> <ul style="list-style-type: none">• having the right equipment• having the right attitude• whole body listening• being on time	<u>Reflection</u> <ul style="list-style-type: none">• self-assessment• responding to feedback• checking your work• learning from mistakes	

Positive Behaviour Strategies

- All staff understand and demonstrate the school's vision and core values.
- A focus on learning from all adults in school and the community.
- PSHE curriculum teaches about appropriate behaviours.
- Achievements are rewarded to promote self-esteem through Celebration Assemblies, certificates and the Dojo system, individual class systems and the termly Reward Day. Each child has a personal display in their classes to show some of their achievements in school.
- The school council is recognised and valued as the student voice.
- Classroom management strategies are used, appropriate to the year group.
- Children are encouraged to take responsibility and engage peers in showing positive behaviours.
- Roles of are used in Year 6, such as: Register Monitors, Assembly Monitors and Librarians.

Behaviour Consequences

Behaviour	Consequence	School Action
Not displaying expected learning behaviours OR Not displaying the expected social behaviours and following the school rules	After a warning, children are moved to yellow.	
Continuation of one of the above behaviours OR Inappropriate physical/verbal behaviours	In KS2, children are moved to red and will miss their breaktime. In KS1, children are moved to red and have a 'Walk and Talk' during some of their break time. In EYFS, children have their choices limited.	If this is a recurring behaviour, parents need to be informed.
Continuation of one of the above behaviours	Children are removed to another class with work to complete. This will also include restricted break times.	If this is a recurring behaviour, parents need to be informed.
Continuation of one of the above behaviours	Children are sent to sit outside leadership office with work to complete. Yellow form could be given. This will also include restricted break times.	Parents informed by class teacher and logged on Arbor.
Continuation of one of the above behaviours OR Serious inappropriate physical/verbal behaviours, non-compliance of school rules	Yellow Form is given (5 of these within a term will mean that a child will miss parts of Reward Day). This will also include restricted break times.	This is recorded on Arbor as a behaviour incident. Parent contacted. Yellow form slip given to parent.
Behaviours than are not safe for the individual child and the school community. This may include non-compliance, threatening behaviour, verbal or physical assault.	An exclusion (internal or external) of the child at the HT's discretion.	A letter will be sent home alongside a discussion with parents. DfE exclusion guidelines followed. These are outlined in the document below: https://www.gov.uk/government/publications/school-exclusion This will also be formally recorded.

Linking with learning behaviours but aside from behaviour consequences, if children do not complete their appropriate learning during the appropriate lesson time, they will complete this during their own time.

Wider Role of Expectations

Our school is a community in which many individuals (staff, parents and governors), in addition to the children are actively involved. It is our hope that our vision will underpin the actions of all community members.

We believe Governors have a responsibility to understand our behaviour rules and systems and support the school with these, when required.

We believe staff have a responsibility to be motivated, inspirational professionals, who provide a nurturing and respectful learning environment in which our pupils flourish. The behaviour of children is a responsibility of all staff in the school.

We believe parents have a responsibility to understand they have an important role to play in their child's education and wellbeing and that they need to work alongside the school. Parents need to respect the rules, policies, and processes of the school.

Positive Handling

Children should only be restrained by adults if they are likely to cause harm to themselves or others. Staff can use their professional judgement to intervene as a last resort where health and safety is a concern. There is more guidance on this in our Positive Handling policy.

Special Educational Needs

We believe that repeated misbehaviour may be underlined by a Social, Emotional and Mental Health and that a child who is unable to conform to our reasonable expectations may then be referred to the SENDCO to determine if additional support is needed.

In extreme cases, input may also be sought from outside agencies e.g. medical, behaviour support, social services etc. in order to fully understand a pupil's needs and give the greatest support. As a school, we recognise all children are different and aim to support them as individuals. It is recognised that for some children, especially with SEND or a Disability, our behaviour management provision will need to be modified in respect of their individual needs. In some instances, specific children may require modified approaches to managing behaviour.

Serious behaviours (Yellow Forms, exclusions) are logged and monitored by the school, using our online MIS, Arbor. The Senior Leadership Team and SENDCo are responsible for reviewing all incidents on a regular basis, in order to proactively identify patterns of concern.

Information on behaviour is shared with the Local Governing Body on a termly basis. In addition, our policy is reviewed regularly by stakeholders, including pupils who complete pupil voice surveys in relation to safety, bullying etc.

In conclusion, developing and fostering good behaviour patterns is an integral part of everything we do at the Thomas Eaton Primary Academy. Every aspect of school life communicates a message about our expectations to our children. This policy recognises that as adults in a learning community we have a responsibility to ensure that our provision promotes inclusion, values diversity and scaffolds all learning and experiences to meet the needs of the children.

Roles and responsibilities

It is the role of the Head Teacher(s) and Senior Leadership Team to review this policy in consultation with class teachers and other stakeholders

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Senior Leadership Team on behalf of the head and governors.

Ratified by CEO: February 2023

To be reviewed: February 2026