It is the primary aim of Eastcroft Park that every member of the school community feels valued and respected, and that each member is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school community can work and play together in a supportive and caring way. It aims to promote an environment where everyone feels happy, safe and secure.

Eastcroft Park has a number of school rules, but the primary aim of the behaviour policy is to promote positive relationships, so that all members of the school community can work together with the common purpose of helping each other to enjoy and engage in a positive learning environment. Emphasis is on personal development, self respect and the positive contribution that each individual can make to the school community as a whole; with positive behaviour being seen as the responsibility of all members of the school community.

School Aims:

- **Do the Best That We Can!**
  - We will be motivated and make every effort to reach our learning goals with the support and commitment of the whole school community; pupils, parents, staff and friends. We will use our pupil voice positively to participate in decisions that affect us both as individuals and our community as a whole.

- **Be Proud of Who We Are!**
  - We will work together to build self esteem, promote individuality and value the contributions of everyone in our school community. We will respect the right for each of us to be an individual and allow others to follow beliefs that we ourselves may not share.

- **Go For It! We Can Do It!**
  - We will be prepared to have a go even when we find things difficult. We will take the opportunity to follow and develop our existing interests whilst being prepared to try new things by taking risks and challenges; ensuring that we never settle for less than our best.

- **Support and Care for Ourselves and Others!**
  - We will all show and encourage respect for others and look after everything around us. We will actively participate in all areas of school life and the life of the wider communities we live in; making the most of every opportunity to make a positive difference.

Our school aims underpin the behaviour policy and we endeavour to consistently promote them; ensuring that the school community works together to maintain and build on the safe, secure and happy learning environment that we believe Eastcroft Park to be. Our policy is based on the ‘Assertive Mentor’ approach and uses a system of rewards and sanctions to promote a respectful learning environment.

**Rewards**

At Eastcroft Park we believe that good behaviour is essential for effective learning to take place and understand the importance that praise and reward have in achieving this. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.
Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

‘Smilies’
The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of ‘smiley face’ stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- particularly good work/effort
- staying on task etc.
- displaying good manners
- displaying a caring attitude towards others
- following school/playground/class rules (without prompting)

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. ‘You can have a Smiley for waiting so patiently’.

**Once awarded a Smiley can never be deducted.**
They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

<table>
<thead>
<tr>
<th>Any noteworthy behaviour</th>
<th>1 Smiley (recorded on class chart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Smilies</td>
<td>Teacher commendation: (recorded on individual achievement card)</td>
</tr>
<tr>
<td>100 Smilies</td>
<td>Deputy Head teacher commendation: Bronze Award</td>
</tr>
<tr>
<td>200 Smilies</td>
<td>Head teacher commendation: Silver Award</td>
</tr>
<tr>
<td>300 Smilies</td>
<td>School commendation: Gold award (in front of whole school)</td>
</tr>
</tbody>
</table>

- Gold awards will be presented in whole school assemblies and parents will be invited to share in their child’s achievement.
- Commendations and awards are recorded on each child’s individual ‘Smiley Card’.
- Children should aim to achieve bronze by the end of the autumn term, silver by the end of the spring term and gold by the end of the year. Children achieving awards within this timeframe also receive a letter home informing parents of how well they are doing at school.

A ‘smiley’ can be awarded by any staff member to any child at any time. All staff should carry ‘Smilies’ at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the **care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including:

- Class party
- Class disco
- DVD etc.

**Praise Assembly**
A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. These include pupil of the week (2 per
class), good citizen award and the head teacher award. Class Certificates are awarded for the class with the best attendance and punctuality.

Playground Points – KS2
Each class starts the week with 10 ‘playground points’. Additional playground points can be awarded for good behaviour at playtimes and lunchtimes. Equally, sanctions can result in the loss of points. It is hoped that if the children can see points being added and taken away (the playground points blackboard) then it may influence behaviour on the football pitch and at lining up time etc.

Results are announced in the Praise Assembly and the class with the highest score receive the Behaviour trophy and an additional 10 minutes playtime.

Whole School Rewards
Over the year the school recognises all the achievements under the assertive mentoring system alongside ensuring that children also receive:

- Termly awards for punctuality and attendance.
- Recognition of services to the school (monitors, fair-trade friends, young leaders etc.)
- End of year trophies and certificates (Good Egg, Achievement, Progress and Most Improved).
- End of year sports awards (school representation, fairplay award and the sports achievement award).
- Good Citizen Award

Sanctions
At Eastcroft Park we believe that a positive learning environment is essential if children are to achieve their full potential. The school approach to behavior is a positive one that is supported by the rewarding of smilies, however there will be incidences where sanctions are necessary. Following the procedure below will ensure that all inappropriate behaviour is dealt with in a consistent and fair manner.

Smiley System and Verbal Warnings

- Praise other children who are behaving correctly – use a smiley to reinforce correct behaviour.
- Direct reminder to the child of the behaviour expected
- Direct verbal warning - child must be informed of the next step if the inappropriate behaviour persists.
- If behaviour persists then the child moves to Time Out A

Timeout A: Timeout Table in Class
Each class should have a labelled timeout table complete with timeout rules.

- Children should remain at the table for the remainder of the lesson (or carpet session if applicable).
- If behaviour continues or is of a nature where a longer sanction is necessary then children can remain for the remainder of the a.m./p.m. session or the day.
- Children should be made aware of the length of the time out and the change of behaviour necessary to be able to return to their own table.
- If the behaviour continues, becomes a regular occurrence or there is a serious incident then the child should be informed of the next step – Timeout B.
Timeout B: Removal to another Class
- All timeout Bs should be recorded on the class log sheet.
- A letter (Timeout B1 parents’ letter) should be sent to parents informing them as to when and why the child was removed. Reasons for the removal should be clear and unambiguous - *tore up .......... work*, ‘*thumped .......... in the back*’, ‘*refused to sit for story*’ and can include reference to previous sanctions.
- If behaviour continues then the child must be referred to the Headteacher. I letter to parents will be sent home to inform them that their child will be placed on Weekly Report.

Weekly Report Card
- In discussion with the class teacher and child, the child will be provided with unambiguous and, above all, achievable targets (maximum of three)
- There should be clear consequences for breaking the agreement e.g. exclusion.
- Daily feedback on progress should be given and targets reviewed, either:
  - to make targets more difficult as behaviour improves
  - to set new areas to tackle or
  - to remove completely from report.
- All completed report cards should be stored in the class behaviour file.
- The Report Card will be photocopied and sent home at the end of the week. If insufficient progress has been made then the parents will be asked to meet with the class teacher and Headteacher to discuss the next steps.

Timeout C: Head teacher Intervention
Timeout C maybe as a result of insufficient progress towards the Report Card targets or as a result of a particularly serious incident/incidents.
- Parents will be informed that their child has reached timeout C.
- All Timeout C sanctions will be decided by JW but may result in exclusion.
- All information to be stored in the class behaviour file and the child’s personal records.

Managing Behaviour at Playtimes/Lunchtimes
Our expectations of appropriate behaviour at playtimes and lunchtimes is inline with our aims and the principals behind the assertive mentoring system. All members of our community have a responsibility to ensure that children maintain the right to a safe and secure environment in which to eat and play.

- Children should leave classrooms and move to the playground in an orderly manner; including walking on the left hand side of the corridor in a 4S line.
- Movement between the playground and dinner hall should be orderly, with children walking on the left of the corridor. When children are waiting outside the dinner hall they should be in an orderly line, not leaning on displays and be respectful to the children and staff around them.
- Whilst in the dinner hall children should move around in a calm manner, with an awareness of those around them. They should collect their dinner in a sensible manner and they should be complemented and rewarded (smilies) for exhibiting appropriate manners (thank you to the catering staff, using a knife and fork, not talking with their mouth full etc.)
- All children should remain in their seats whilst eating.
- Children should be encouraged to see eating with others as part of their social development, and therefore should be encouraged to talk to others; yet understand the importance to their safety of a reasonable noise level.
• Children should be encouraged to respect the lunchtime environment and should be complemented for leaving their table and surrounding area in a clean and tidy manner.
• All playtime equipment (inside or out) should be used for the purpose it is intended
• Play leaders and Young Leaders should be encouraged and supported in their roles; with all children showing the expected level of politeness and respect to their peers.
• Monitors should be supported in their role. They should talk to and treat other children with respect and expect the same response.
• Children attending lunchtime activities should wait on the playground until they are collected by the member of staff, or young leader (KS1 only).
• If a child is asked to do a job (within a classroom) or kept in to finish work then they should be supervised at all times.
• All positive behaviour (inside or out) should be rewarded using the smiley system.
• All incidents/problems should be approached in a positive manner, quietly and calmly and follow the assertive mentoring system.
• At the end of playtime/lunchtime the whistle should be blown 3 times. Children should respond by standing still and in silence.
• All playtime equipment (inside or out) should be returned to the appropriate place.
• Children should, when asked, walk to their line and wait in a 4S line. Playground points (KS2) should be awarded or removed as appropriate.
• Class teachers should collect their classes on time and promote the 4S line as the children move through the school to their classroom.

Inappropriate behaviour on the playground should be dealt with in a similar manner to the classroom.
• Praise other children who are behaving correctly – use smiley to reinforce correct behaviour.
• Direct reminder to the child of the behaviour expected
• Direct verbal warning - child must be informed of the next step if the inappropriate behaviour persists.
• If behaviour persists then the child moves to Timeout A

Timeout A: The Wall
• Children to be placed on the wall for a cool down period of between 5 and 10 minutes.
• Class teachers must be informed of all timeouts.
• If the behaviour persists or is of a more serious nature then the child should be moved to Time Out B.

Timeout B: Removal to Office Corridor
• Class teachers must be informed so that the Timeout B can be recorded on the class log sheet.
• The learning mentor/class teacher should send a Timeout B1 parents’ letter home. The letter should inform the parents as to why the child was sent in and the length of the time out. Reasons for the removal should be clear and unambiguous – using inappropriate language, fighting, refusing to follow staff instructions etc. and can include reference to previous sanctions.
• If behaviour continues then the child must be referred to the Headteacher. A letter to parents will be sent home to inform them that their child will be placed on Weekly Report.

Weekly Report Card
• See above and follow through to Timeout C (Head teacher intervention) if necessary.
To encourage and support all members of the Eastcroft Park community to create a safe, secure, inclusive and supportive environment the school will:

- Ensure that all members of the community are treated in a consistently fair manner by promoting the aims of the school and following the assertive mentoring approach to developing children as confident and positive members of the school and wider community.
- Expect all members of the community to have high expectations of both their own and others' behaviour.
- Involve all members of the school community in developing school, playground and dinner hall charters.
- Display all school, playground and dinner hall charters in the appropriate areas.
- Display positive images/language that affirms the school’s approach to behaviour and respect for themselves and others.
- Promote and encourage children to work together to create a class charter which will then be displayed.
- Share the assertive mentoring system with all members of the school community (by meetings/written communications/website/invitations to assemblies etc.)
- Develop a code of conduct (with input from all members of the community) that stresses the development of mutual respect and responsibility for all members of the school community; giving both staff and children clear boundaries in which to work.
- Support all members to reach their full potential by ensuring that they are supported in developing an understanding of the clear link between behaviour, enjoyment and progress.

Positive Handling

Good personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in our school respond positively to the school’s behaviour policy. This ensures the well-being and safety of all pupils and staff in school. However, it is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

The school’s Positive Handling Policy ensures that all staff in this school:
(i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
(ii) Are provided with appropriate training to deal with these difficult situations.

Please see the Positive Handling Policy.