

# **Behaviour Expectations for Eynesbury Church of England Primary School**

## **General Conduct**

All members of the community are expected to show positive behaviour allowing everyone to have the best chance to learn and work together effectively. Our expectations revolve around the premise of

### **‘YOYOB’ - You Own Your Own Behaviour**

encouraging children to take responsibility for their own behaviour. All adults reinforce YOYOB across school.

We expect all members of our community to show prosocial behaviours by showing our Christian values at all times: **Love Respect Courage Forgiveness Honesty**

- Community – We work together to build a cohesive learning community
- We do not give up on ourselves or each other.
- We show **courage** in our everyday lives and in our learning.
- We show **generosity** of spirit and **tenderness** towards the people in our school community and those further afield.
- We **love** each other and care for everyone’s needs, **respecting** people’s specialness.
- We strive to be **truthful** and **forgiving** in everything we do

Where a pupil’s behaviour is dangerous or difficult, staff will follow the STEPS approach to restoring behaviour and modelling and teaching prosocial behaviour. Low level difficult behaviour incidents remain the responsibility of the class teacher to be dealt with as part of the class community.

## **Raffle tickets**

Children may receive raffle tickets for demonstrating our school’s values, positive behaviour or a top ten code of conduct. A ticket is drawn each Friday in Celebration Assembly.

## **Stars, housepoints**

Each child has a bookmark to collect housepoints. A child may receive a star for a variety of reasons eg: praise and recognition in their academic achievement. On collection of 5 stars, a child will receive a housepoint. This will be collated on an individual bookmark.

- 5 housepoints = Bronze award
- 10 housepoints = Silver award
- 15 housepoints = Gold award
- 20 housepoints = Platinum award
- 25 housepoints = Diamond award

## **Top Ten Award**

Top Ten Awards are awarded to children who have consistently met all the Ten Codes of Conduct throughout the term. These are good behaviour certificates awarded once a term at a special assembly. Photographs of the children are displayed in the hall as a celebration of their achievement.

- The children who have achieved a Top Ten Award every term will be entitled to 'Top Ten Time' eg activity of their choosing appropriate to their age group.
- The children who have achieved a Top Ten Award each term will be rewarded with a special reward including afternoon tea with a guest of their choice and a bowling visit or cinema outing for example.

## **Movement around school**

Movement round school should be calm and safe. It is expected that everyone will walk in all areas of the school unless directed to as part of a lesson. Adults should encourage this by noticing and praising when they see pupils doing this successfully. It is every adult's responsibility to address the issue if they see anyone breaking this rule.

## **Movement to and from classrooms**

At the start of the day a member of SLT will be in the playground from 8.45am, the children will enter school in an orderly way. They will enter school quietly and settle into class. A good morning task will be set for the children each day. At the end of the day, teachers will say goodbye to their class from the designated area, ensuring that children are leaving the site safely.

## **At the end of playtime and lunchtime:**

Lunchtime supervisor staff will be responsible for blowing the whistle. On hearing the whistle blow, the children will stand still. The first whistle blow signifies that all equipment must be put away. Lunchtime supervisor staff will call in one year group at a time. KS2 children will walk in quietly and settle into class. In KS1 the children will line up outside their classroom door, and they will be met by their teacher.

**Children should walk in to school quietly and these behaviours should be practiced and encouraged to ensure the expectation is clear.**

## **Playtimes and Lunchtimes**

We recognise that the majority of our pupils play safely, behave well and enjoy the use of our grounds at playtime and lunchtime. For the majority of the school we open as much of the space as possible to the pupils at these times.

Lunchtime supervisor staff are all linked with classes to ensure a smooth handover of issues from class to lunchtime and lunchtime to class with the class teacher. Lunchtime staff will follow the children back into the classroom and report any difficulties to the classteachers.

We expect all pupils to show the same prosocial behaviours in the playground as they do around school. Where a pupil is not showing prosocial behaviours, staff will follow the steps approach to restoring behaviour and teaching prosocial behaviour.

Where a pupil is showing anti-social/disruptive behaviour they will be warned that the behaviour is antisocial/ disruptive and asked to stop.

- The pupil must be told that what they are doing is not acceptable and why.
- The adult will also request the behaviour they want to see from the child using positive language.
- They must then be given a chance to amend their behaviour.

If the behaviour continues then there will be a protective or educational consequence put in to allow the pupil time to reflect and/or recover and for the remaining class members to have their entitlement met to continue their playtime safely.

- The consequence may be that the pupil moves to another area of the playground to cool off or is separated from the group they were with.
- A pupil may be asked to sit out for up to 5 minutes.
- The space or resources that the pupil may play in/ with may be restricted to help them play safely.
- A pupil may play inside with a smaller peer group until they can play safely outside.

All consequences will be discussed with the pupil and the pupil given time to reflect and recover. An intervention may be put in place to help them learn new skills to promote prosocial behaviour. Where significant difficult or dangerous behaviour is seen this should be recorded in the lunchtime class behaviour book.

### **Exclusion**

Exclusion is used rarely and only as an absolute last resort, where it is in the best interests of the child and/or necessary for the safety, security and orderly conduct of other pupils at the school. The Cambridgeshire County Council Exclusion Guidance for schools is used when considering any exclusion with the check list for Head Teachers being completed in all circumstances.

Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the child will be excluded for a fixed period. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school.

Whenever the Headteacher excludes a pupil, the parent must be notified immediately, ideally by telephone followed up by a letter within 24 hours. The procedures as set out in the CCC Exclusion Guidance will be followed.

Following any exclusion the parent and child will be invited to attend a reintegration meeting where a child's IRMP will either be completed or updated.