



Eastgate
Academy

EASTGATE ACADEMY

BEHAVIOUR POLICY

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Next Review Date	
Committee Responsible	Governing Board

Change History

Version	Date	Change Description	Stored
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RATIONALE

Our Behaviour Policy is based on the following approaches:

1. Restorative Approaches
2. RSHE

If effective teaching and learning is to take place, then good behaviour is an essential element of the successful classroom. This behaviour policy is an extension of our RSHE policy, and builds on the philosophy of the school.

AIMS AND EXPECTATIONS

1. We aim to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning.
2. We promote the development of emotional literacy, truth-telling, accountability and responsibility.
3. We promote fundamental British values of respect and tolerance through listening to the opinions of others and learning to value them.
4. We have high expectations of all members of the school community, expecting them to act as good role models and to promote positive behaviour.

RESTORATIVE APPROACHES

Restorative approaches are based on four key features:

- Respect: for everyone, by listening to other opinions and learning to value them
- Responsibility: taking responsibility for your own actions
- Repair: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm, and ensure behaviours are not repeated
- Re-integration: working through a structured, supportive process that solves the problem and allows young people to remain in mainstream education, whilst also achieving all of the above

Restorative approaches achieve these aims by using a framework of circle-based practices designed to build skills, create accountability, and meet the needs of everyone within the school. It has been found that by using these practices to actively develop social communication skills, when conflict does happen, pupils and staff have the necessary ability to repair harm. Placing this above the need for blame and punishment thus creates an environment where those involved in conflict change their behaviour, and so do not repeat harmful behaviours.

Working within restorative circles is an essential part of restorative approaches, as it promotes the development and use of a shared restorative language, which is fundamental to this approach.

At Eastgate we use circles:

- at the start of the school day to share emotions and/or experiences since the last circle,
- after break times and lunch times as needed,
- to discuss issues that affect the group/class,
- to resolve conflicts,
- and for any other appropriate purpose.

As part of each circle the following rules should be adhered to:

- The aim or goal for the circle is made clear before starting.
- Everyone is given the chance to contribute (but may choose not to speak).
- Everyone's contribution must be respected.
- Only one person speaks at a time (use of a circle object to enforce this).
- If a pupil wishes to say something private later, they are given the opportunity for this (with an adult or a peer support partner).

POSITIVE BEHAVIOUR MANAGEMENT

Each class uses the school behaviour chart to promote and reward good behaviour.

- All children will start the day with their name on the Learning Zone.
- Children will be asked to move their name up when demonstrating good behaviour or attitudes towards learning and/or other people. They can only move up one step/zone at a time.
- From the Learning Zone, children can move to the Achievement Zone, then the Outstanding Zone, and finally Superstar.
- If a child reaches Superstar, then they will receive a sticker to communicate this achievement to parents.

Each system applies around school, including break times, not just in lesson times or in the classroom.

In addition to these systems, each class teacher nominates a St Star of the Week for their class on a weekly basis. This certificate is presented in Celebration Assembly on a Monday morning, along with a Handwriting and Presentation certificate for one pupil from each class.

SANCTIONS

We use Restorative Approaches to assist us in creating an environment that helps children to develop better self-control, self-esteem, emotional awareness, basic problem-solving skills, social skills and friendships.

As part of this process, class rules are set up at the start of each school year to reflect our school values. For those children who have difficulties in regulating their behaviour, the following strategies will be used:

Class behaviour chart:

- If a child breaks the class rules, they will be given an initial verbal warning.
- If they continue to break the class rules, their name will be moved down to the Thinking Zone. Once on the Thinking Zone, if a child corrects their behaviour, then they will be asked to move their name back up to the Zone it was on before in KS1 and Lower KS2.

- To develop a sense of accountability Upper KS2 will move their name back to the learning zone and start again.
- If the child continues to break the class rules, their name will be moved below the Thinking Zone and they will lose 5 minutes of break time. For each further breaking of the class rules, they will lose a further 5-minute increment of break time. .
- In the case of a child hurting another, no verbal warning will be given, and their name will be moved straight down to the Thinking Zone.
- Children with high level of need may require a separate behaviour chart, which is designed to meet their individual needs. This child may not be on the class behaviour chart.

Restorative Approaches (circles):

- If a child or a group of children break the class rules, a circle will be held to discuss this as appropriate.
- As part of the circle, each participant will be asked what happened, how it made them feel, and what they believe is needed to sort the problem. They should also be asked how the problem or incident could be prevented next time.

As with rewards, each of these systems applies around school and at all times including break times, not just in lesson times or in the classroom.

Where patterns of poor behaviour become evident and continue, some or all of the following procedure will be followed:

- Child to be taken to Linda Hothersall Principal or a member of SLT when appropriate.
- Child to telephone parent
- Appointment to be requested with parent
- Exclusion/managed move may be requested if the behaviour continues

BULLYING

We do not tolerate bullying, discrimination or harassment based on a pupil's gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. Although bullying is not tolerated in school, we recognise that instances of bullying may occur. We try to foster in pupils an openness and willingness to talk about their concerns through circles. We also encourage older pupils to look after the younger ones and report any concerns they may have about a friend to a member of staff.

If an instance of bullying is suspected, staff act straight away. The Principal and, subsequently, parents are informed so that the matter can be resolved as soon as possible.

For further details, please refer to the school anti-bullying policy.

PARENTS

We are committed to ensuring that there is regular communication with parents, both when children find it difficult to behave appropriately and when their behaviour is especially good. When there are issues with a child's behaviour, parents will be made aware of strategies put in place and discussion will take place around their role in supporting the school and their child.

TOUCH

Members of staff at Eastgate Academy recognise physical contact as an important part of child development and guidance.

Examples of appropriate touch may include the following:

- Respecting the personal privacy and personal space of children
- Responses affecting the safety and wellbeing of the child (e.g. holding the hand of a child while crossing the road).
- Hugs (initiated by child), lap sitting for younger children, reassuring touches on the shoulder, and touch for health and hygiene

Examples of inappropriate touch may include the following:

- Coercion and other forms of exploitation of the child's lack of knowledge
- Satisfaction of adult needs at the expense of the child
- Violation of laws against sexual contact between adults and children
- Any attempt to change child behaviour with adult physical force, often applied in anger
- Forced kisses, corporal punishment, slapping, striking or pinching, tickling for prolonged periods, fondling or molestation

Inappropriate touching will be grounds for immediate investigation by the school Safeguarding Officer (Kerensa Healy).

The evidence for the benefits for touch is strong. At the same time, in schools and institutions, there is (correctly) a strong focus on trying to prohibit sexual or inappropriate touch. However, when appropriate touch is not encouraged, then all touch has the potential to become sexualised.

“Children don't learn to distinguish between appropriate and inappropriate touch. They miss out on a whole range of valuable touch experiences- friendly, nurturing, reassuring, comforting and healing. We should be instilling a sense of what appropriate touch is. Research shows that touch is critical for human development and wellbeing. Let us encourage the expression of appropriate touch in society.” Jacky Coulter, R.M.T., Coulter Clinic in Toronto

Therapeutic touch is used in situations where children are distressed. In these situations, research has shown that it would be unkind or increase the child's distress if touch was not employed. When children are very distressed, they often ignore information provided by their senses, for example, no longer hearing or seeing. In this situation, touch may be the only means of maintaining a connection with the child.

FIXED TERM AND PERMANENT EXCLUSIONS

Our aim is to avoid the use of exclusions however, if we are unable to modify a child's behaviour using the strategies above, and a child is significantly impacting on the learning and safety of other children, the following will take place:

- Fixed term exclusion
- Permanent exclusion if there continues to be no change in behaviour Behaviour that will resulting fixed term/permanent exclusions are as follows:
- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance)

- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk
- Damage to school property (broken windows, classrooms)
- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Preventing the learning of other children in the classroom.

HIGH RISK MANAGEMENT PLAN

There are occasions in school when children and/or their parents struggle with their emotions and quickly accelerate their behaviour. This plan will be applied for behaviour as follows:

- Disruptive behaviour where there is one or more child present and/or involved (inside the classroom, in the shared areas and outside)
- Children climbing on/damaging furniture and property
- Adults (parents/family members) behaving in an aggressive, threatening or violent manner The following strategy will be used: -

Step	Action to take
1	A member of the SLT will take the lead. In the absence of this team, a teacher will take the lead. Other available staff will support.
2	<p>Supporting staff will be directed to do the following (as required): -</p> <ul style="list-style-type: none"> • Deflect onlookers – take them to their classroom/outside/another area. • Provide a presence (stairwells, doors and open areas) to minimize impact to other children and learning. • Monitor safety by observing from a distance. • Use a calm voice to discourage the child/adult from causing damage to themselves, others or property. • In the event of more than one child/adult getting together – if possible, the group will be divided into small groups to de-escalate. • Containment strategies – access to zones will be managed to minimize the impact on other children and learning (hall, corridor areas, doors near the toilets). • Use of the de-escalation script - use the child's name; I can see something's wrong/happened; I'm here to help; Talk and I'll listen; Come with me and.....(note, this is less successful where there is a group of children – in this situation it is better not to speak as this inflames the situation) • If the situation does not calm down, parents/police will be contacted and a fixed term exclusion given

3	<p>If a child is behaving in a dangerous way in the classroom (throwing tables and chairs) the following strategies will be used: -</p> <ul style="list-style-type: none"> • De-escalation script (calm, quiet voice essential) • If the child refuses to leave the room, the other children will be moved by the adult in the classroom to another room. • An adult will remain with the child and either encouraged to help re-sort the classroom or will monitor safety from a distance. If the child leaves the room they will be monitored from a distance and the strategies in 1-3 above will be used.
4	<p>Meetings with potentially volatile parents must take place with more than one member of staff present.</p>

ROLES AND RESPONSIBILITIES

All staff

- Are expected to engage fully in our restorative approaches.
- Are required to set a good example and treat others with respect.
- Are aware of our opposition to bullying, discrimination and harassment, and we make clear each person's responsibilities with regard to the eradication of it in our school.
- Are committed to teaching children how to solve problems.
- Are expected to provide opportunities in their classrooms for: community and trust building; emotional education; developing empathy, understanding and tolerance towards diversity.

Senior Leadership Team – Principal, Assistant Principals, SENCo and Raising Standards Lead and Operations Manager

- To implement this policy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents.
- To ensure that all children know that bullying, discrimination and harassment are wrong, and that it is unacceptable behaviour.
- To ensure that all staff receive sufficient training to be equipped to deal with carrying out circles to resolve incidents of bullying, discrimination and harassment.
- To set the school climate of mutual support and praise for success.
- To report racial incidents to external agencies as required.

Academy Council

- To support the SLT in all attempts to eliminate bullying, discrimination and harassment.
- To reinforce that any incidents that do occur are taken very seriously and dealt with appropriately.
- To monitor the number of incidents that occur, the accuracy of records and regularly reviews the effectiveness of this policy.
- To respond within ten working days to any request from a parent to investigate incidents of bullying, discrimination and harassment.

The role of parents

- To contact their child's class teacher immediately if they are concerned that their child might be being bullied, subject to discrimination or harassment, or who suspect that their child may be the perpetrator of these.
- To support the school's Policy for Behaviour (including anti-bullying) and to actively encourage their child to be a positive member of the school.
- To be involved in circles and conferences when invited and to behave in a way that sets a good example to children when on the school premises.

MONITORING AND REVIEW

- This policy is monitored on a day-to-day basis by the SLT who keep a log of incidents.
- The effectiveness of this policy is reported to Directors/Governors on an annual basis. The report should include frequency of incidents particularly with regard to gender, age, disability and ethnic background of all children involved.