

Eastcombe Primary School

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Head Teacher: Mrs C Jones

Secretary: Mrs C David

Tuesday, 11 April 2017

Dear Parents/Carers

As a school we have recently revised our behaviour policy and procedures. This is to ensure that children and adults alike are clear on the behaviour expectations here at Eastcombe Primary School. We have also addressed the balance of rewards for good behaviour and sanctions for unacceptable behaviour. This letter will outline for you the changes we have made. Please discuss them with your children and join with us in celebrating the positives and discouraging the negatives.

Golden Rules

The Golden Rules have been made by the children through discussions in assembly and class. These encompass all aspects of desirable behaviour and embody positive values and expectations. Children learn that these rules will guide and support them in their choices of appropriate behaviour.

Eastcombe Primary School Golden Rules

1. We are kind, friendly and polite.
2. We look after everything and everyone.
3. We listen to everyone.
4. We are always honest and tell the truth.
5. We do what an adult in school asks us at the first time of asking.
6. We ALWAYS try our best.

Rewards and incentives for good behaviour

We firmly believe that children respond best to praise and positive encouragement in order to choose appropriate behaviour and we have a wide range of incentives and rewards in place. Rewards are simple and all staff praise the good behaviour of all children frequently.

House points- Daily

- All children are allocated a house when they start at Eastcombe Primary School and can earn house points for their house throughout the school day.
- The points are collected weekly and the winning house announced in assembly on a Friday.
- At the end of each term, the house that has amassed the highest score will win the house point trophy. The trophy will be awarded in the final assembly of term and collected by house captains.
- Children receive certificates for earning 50(bronze) 100(silver) and 150(gold) points.



Celebrations Assembly - Weekly:

- Celebration assembly is a special time when staff and children come together to celebrate achievements and to foster positive relationships and attitudes.
- Celebration assemblies are held on a Friday when selected children receive special 'achievement' AND 'bee proud' certificates. This is also an opportunity to collect other special certificates such as writing, house points and attendance. We also celebrate all other achievements which happen both inside and outside of school e.g. dance exams, music grades, sporting achievements etc.
- All 'bee proud' children are invited to attend a celebrations "tea party" with Mrs Jones. These will be held regularly.

Recognition and approval across the school may also include:

- Head Teacher's Awards and stickers
- A surprise postcard home from the Head Teacher
- Star of the day/week
- Verbal encouragement, tone of voice & smiles
- Stickers
- Photos displayed
- Praise
- Positive written comments on work
- Public display of work or mention on the school newsletter
- Positive feedback to parents
- Golden Time (half hour)
- Class tokens (Class 1)

Procedures and Sanctions for unacceptable behaviour:

All children in the school will follow a 'steps' system. This sets out clear examples of unacceptable behaviour and has been devised by the children. The frequency of children being on a 'step' will be reported at Parents Evenings.

<u>SANCTIONS</u>		
Stage	Examples of behaviour	Sanctions
Low Level Behaviour STEP 1	<ul style="list-style-type: none"> • Calling out/Shouting • Tantrums • Inappropriate noises • Being off task • Distracting behaviour • Inside building when not meant to be • Stalling for time • Manners- please, thank you, excuse me • Interrupting others • Use of inappropriate names (as one off) • Lack of care of property 	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Step 1: The Teacher reminds the child how to behave and the name is placed on the step 1 board
Persistent Low Level Behaviour leading to more serious behaviour STEP 2	<ul style="list-style-type: none"> • Consistent and repeated Step 1 behaviour • Rudeness and answering back • Swearing at pupils and staff • Affecting other pupil's learning • Inappropriate remark to other pupils • Minor challenge to authority • Damaging school's/pupil's property • Leaving class without permission • Harmful/offensive name calling 	As above Step 2: The Teacher reminds the child of the rule he/she is breaking and explains what the correct choice of behaviour would be, the name is moved to step 2.



<p>Serious Behaviours</p> <p>STEP 3</p>	<ul style="list-style-type: none"> • Consistent and repeated Step 2 behaviour • Repeated aggressive play • Stealing • Leaving class/school without permission 	<p>Step 3: A "step 3" slip is sent home with the child with an acknowledgement receipt attached. Parents must return receipt slip to school. As a consequence in school 15 mins of Golden Time will be missed.</p>
<p>TIME OUT</p>	<ul style="list-style-type: none"> • Persistent Step 3 behaviour • Bullying - verbal and physical • Internet bullying • Fighting • Racism • Violence • Very serious challenge to authority • Leaving school without permission 	<p>Reflection Room:</p> <p>Any child entered in the Time out Book will spend half an hour of their lunch time in the reflection room (ICT suite) where a specially directed task will be undertaken to ensure the child has opportunity to reflect on what has happened and the choice they made and those they should/could have made. These will be discussed with the teacher on 'duty'. This task will of course be age appropriate. The full 30 mins of Golden Time will be missed.</p>
<p>EXCLUSION LEVEL BEHAVIOUR</p>	<ul style="list-style-type: none"> • Persistent Time Out behaviour • Persistent verbal abuse to a member of staff • Physical abuse to any member of staff/adult • Malicious physical assault on another pupil 	<p>Meeting with child Meeting with parents Internal behaviour plan Lunchtime exclusions if the poor behaviours occur during this time (either internal or external on recommendation of the behaviour manager dependent on what's consider best for the CHILD). Outside agencies support Pastoral Support Plan Exclusion</p>

Communication with parents.

Working together with parents is really important to us. We hope to share children's achievements and successes with you via the newsletter, certificates brought home, postcards arriving through the post and through parent's meetings.

Where a child displays 'Step 3' or 'Time Out' behaviour we also believe that open communication is vital and an effective strategy for encouraging the children to reflect on their behaviour.

The **first** time a child is in the Time Out Book a letter is sent home by the class teacher informing the parents of the incident. The **second** time a letter is sent home and a discussion should occur between parents and the child's class teacher. A **third** time results in a face to face meeting with the child, his/her parents and class teacher. A **fourth** entry results like the third time but the head teacher is involved and a Pastoral Support Plan (PSP) is written up and then monitored over 4 weeks before another meeting takes place to monitor behaviours and outcomes.

This new policy will enable children and adults in school to have clear guidelines, enable consistency and reward good behaviour. I look forward to the positive results, and I know the children are looking forward working with this system. Thank you for your continued support.

Mrs Claire Jones



