



All behaviour is communication.

Nurture Principles

Aims and principles

At East Park, we want all our children to be independent, confident learners, who are prepared for the wider world when they leave our school. We have a positive and inclusive approach to managing and supporting behaviour underpinned by emotion coaching strategies.

We aim to focus on good behaviour, and support children to make the right choices, through strong relationships, and individualised provision. We believe strongly in the importance of praising and promoting good behaviour.

We place a great deal of emphasis on our East Park 8 values of Respect, Self-belief, Independence, Perseverance, Resilience, Honesty, Creativity and Collaboration, and take every opportunity to discuss and model these at all times.

Our behaviour system aims to support children in making appropriate choices for their behaviour. We give children choices and make it clear as to the consequences of the choices they make.

We believe children have rights and responsibilities. Children have the right to be safe, be treated with respect and to learn without disruption. Children have the responsibility to care for themselves, and respect other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Positive Reinforcement and Rewards

Values

The school talks about our East Park 8 values regularly and how these are reflected in children's behaviour.

School rules

We have four golden school rules.

- Always try your best
- Look, listen and follow instructions
- Respect everyone and everything
- Kind words, kind hands and kind feet

The rules are worded positively, and are an integral part of school. In addition, each class has their own set of silver rules created together as a team.

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, school monitors as well as ambassador roles within the school council.

Curriculum

At East Park, we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour.

School encourages systems and routines to keep well-ordered classrooms. The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action

Rewards

Star of the Week – Children are selected, from each class on a weekly basis, when they have demonstrated our East Park 8 values. They will be awarded a star of one of the following colours:

Red - respect

Yellow - creativity

Green - collaboration

Slate grey - independence

Blue - honesty

Silver – self-belief

Orange - resilience

Purple – perseverance

Children will aim to gain each of the coloured stars throughout their journey at East Park.

'Catch 'em being good' and 'putting pennies in their purse'– offer praise when children are doing the 'right thing'. Even the smallest thing can be celebrated. When children begin to know what it feels like to be praised, they will seek it out!

Verbal praise – both private and public but being mindful of those children who feel uncomfortable with public praise.

Roles of responsibility – Given to children who consistently behave as good role models. These may include team captains, school council, monitors...

Stickers - given out by teachers, TAs and midday supervisors for effort with work and behaviour and achievement in work.

House points – Given out by adults for achievement in work or behaviour. These go towards termly house point cup and end of year trophy.

Attendance Certificates – for 100% attendance over the term and year.

Learner of the week - for a noteworthy piece of work shared in Friday assembly

Team Time (Together Everyone Achieves More) – A fortnightly class activity for children who have consistently demonstrated good behaviour. The activity is selected by the class at the start of the fortnight period. Children who attend the full 30 minutes sessions will receive a Team Time sticker and a text home. If all class members earn their full 30 minutes an additional 10 minutes is awarded and the class are celebrated during the next Praise assembly.

Text Messages Home – using Teachers2parents text messaging service to celebrate hard work, success, positive behaviour etc. Each child should receive a text message each half term at least.

Postcards – similar to text messages home. Each child should receive a postcard at least once per term from a member of staff across the school. It does not have to be the class teacher. The school office will keep a log of who has received them and who hasn't over the term.

Inappropriate behaviour

At East Park, we will not tolerate behaviour which impacts on other peoples learning and/or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

If a child makes an inappropriate choice regarding their behaviour, then the behaviour policy will be used. Adults use a clear system which is displayed and children know well.

Non-verbal warning - a gentle reminder through looks, eyebrow raises etc..

Emotion Coaching – strategies used when children are continuing with an inappropriate behaviour. Step 1: empathise, validate and label e.g. ‘I can see that you are upset because you cannot find your pencil. I would feel like that too if I had lost my pencil.’ Step 2: set limits e.g. ‘You cannot carry on sitting on the floor as it is distracting the other children and stopping you from doing your work’. Step 3: problem solve with the child ‘Perhaps you could use a different pencil now and then we could look for your pencil together after the lesson.’ After an appropriate break revisit the situation with a question e.g. ‘If you lost your pencil again how would you handle it next time?’

5 minute penalty - resulting from continued inappropriate behaviour after emotion coaching strategies are used. Use knowledge of the children to determine whether a distraction/break is needed after the 5 minute penalty has been issued to ensure that no further escalation takes place (e.g. send a message to another teacher, a brief walk or get a drink.) This behaviour is recorded on the Team Time record sheet. Any 5 minute penalty must be recorded on CPOMs and a telephone call to parents must be made before the end of the day. Conversations about 5 minute penalties must not take place at the door.

10 minute penalty – resulting from continued inappropriate behaviour after a 5 minute penalty or from a more serious incident (e.g. fighting). This behaviour is recorded on the Team Time record sheet. Any 10 minute penalty must be recorded on CPOMs and a telephone call to parents must be made before the end of the day. Conversations about 10 minute penalties must not take place at the door.

All 5 and 10 minute penalties are deducted from the next Team Time session.

CPOMS and drop ins – following a 5minute or 10minute penalty CPOMS alert, children will receive an emotion coaching drop in from Ann Brookes, Karen Jones, Stephen Joseph or Paul Campbell.

Patterns of inappropriate behaviour

If a pattern of inappropriate behaviour continues a meeting will be held with parents/carers involving the child’s class teacher and their year group leader. An ABC chart will be used for the next 5 days to identify any triggers or patterns in behaviour. If there is no improvement in behaviour or all 30 minutes are lost within a fortnight period then a referral will be made to a Senior Assistant Headteacher. This may result in ‘Time away from the team’ for half a

day. If no further improvement is made then a full day of 'Time away from the team' will take place. If behaviour incidents are solely taking place on the playground a Senior Assistant Headteacher will make a decision for children to have playtimes/lunchtimes indoors or on an alternative playground.

Exclusions

If behaviour continues to be a concern following all of the above the Head teacher or Deputy Head will become involved and a Team around the Child meeting will take place. This meeting will involve parents, the child and class teacher. It can only be the decision of the Head teacher or Deputy Head teacher to initiate the following sanctions:

- Fixed term exclusion
- Permanent exclusion

Social, Emotional and Mental Health

Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands is an important part of school.

We do this by:

- Helping children to develop social relationships, support each other and seek help when they need it.
- Helping children to be resilient learners.
- Teaching children social and emotional skills and an awareness of mental health.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience

Using a variety of strategies and resources, we support children at East Park with SEMH difficulties. Mentors providing daily support or weekly meetings for the most vulnerable children in school. Referrals to outside agencies such as CAMHS, Believe to Achieve and Beam are made via the Inclusion Manager or Pastoral team for children who need specialist support.

Many initiatives in school support the Well-Being of pupils. These include:

- Star of the weeks based around the East Park 8
- Job opportunities to give the children the opportunity to take on responsibility
- Playground and Junior coaches to support the children around school with Peer to Peer support
- TEAM TIME (a reflective and restorative behaviour approach)
- House points to work towards a collaborative team award
- Children's voice collections and a Junior Leadership Team.

September 2018

Review Summer 2019

Behaviour Policy Guidance for all Staff

Behaviour	How it might look	Positive strategy / sanction
Intentionally hurting another child	Punching, hitting, kicking, biting	10 minute penalty/parents informed
Fighting with others	Punching, hitting, kicking, biting (more than one child instigating)	10 minute penalty/parents informed
Causing physical harm to others	Punching, hitting, kicking, biting (One sided)	10 minute penalty/parents informed
Swearing	In-voluntary act / swearing as part of conversation / not directed at a person	5 minute penalty / reminder about appropriate language
	Swearing at a person	10 minute penalty/parents informed
Non – compliance	Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE	Use of emotion coaching strategies in the first instance. Then a choice: 1) the work has to be done now or completed in break / lunch / at home etc – if child is not disturbing rest of class ignore behaviour – be sure rest of class understand this is what you are doing “ xxx has chosen not to do his/her work now but will be doing it later”. A timer may be used to record how long a child refuses to comply and this time must then be paid back 2) Do what you want them to do OR they will have a warning / amber card (depending on where in policy) give them time to choose – I will give you 2 minutes to do as I have asked or you are choosing for me to ****(what ever set consequence is)
Showing disrespect to children	Laughing at other children’s abilities Speaking rudely to children Making derogatory comments	Use of emotion coaching to explain why that is inappropriate – give reflection time and make apologies. A more severe sanction to be used if behaviour is repeated.
Showing disrespect to adults	Speaking rudely to adults, refusal to speak/listen Answering back Walking away when being spoken to	Use of emotion coaching to explain why that is inappropriate – give reflection time and make apologies. A more severe sanction to be used if behaviour is repeated. Judge situation – <i>(these situations could be caused by something else and overreaction by adult may inflame the situation)</i>