East Ayton Primary School

Traditional Values, Modern Vision

Behaviour Policy

Reviewed: September 2026

Next review due: September 2027

1. Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike, feel **safe** and **happy** and have the opportunity to **learn**, **achieve** and **be successful**.

We aim to:

- Maintain a safe and secure learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents.

- Develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults and children alike.

- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement, and the valuing of the contribution each may make to the well-being of others in the school community.

- Negotiate by consensus strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school.

- Communicate to all those involved, the systems of rewards and consequences adopted, in order to involve and enlist the support of everyone in encouraging appropriate behaviours.

- Encourage self-discipline so that appropriate behaviour is maintained outside of school and in the wider community.

2. Rights

At East Ayton Primary School everybody has the right:

- To feel safe, happy and secure in school at all times.
- To be able to learn and play without threat or disruption from others.
- To know that bullying is unacceptable and will be dealt with.
- To be listened to and treated fairly and sensitively.

It is the responsibility of everyone at East Ayton to ensure that these rights are upheld in every classroom and around the school. Children and adults should behave appropriately and follow whole school and classroom rules at all times.

3. General school rules

Rules are kept to a minimum and exist for the safety and well-being of all.

- Respect and understand the needs of others.
- Treat others appropriately at playtimes and ensure others are included.
- Help and encourage others.
- Be polite.
- Be honest and fair.
- Take responsibility for actions and behaviours (accept consequences and put it right).
- Walk around the building sensibly and quietly.
- Respect other people's property and that of the school.
- Use the toilet areas and water coolers sensibly and responsibly.

4. Class rules

Children at East Ayton know their rights and responsibilities, and all agree on a set of classroom rules to promote positive behaviour at the beginning of each academic year. Time is also spent discussing a variety of inappropriate and unacceptable behaviours and children are asked to consider the effect that these behaviours may have on others. Consequences for different behaviours are discussed and agreed as a class, taking into consideration how extreme the behaviour is or how frequently the behaviour occurs. This ensures a consistent approach and that everyone is clear about behaviour expectations.

5. Strategies for promoting positive behaviour

- Good quality teaching.
- Interesting and exciting learning.
- Clear and consistent high expectations.
- Praise for good behaviour.
- Celebrating success.
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos.
- Children involved in making the rules.
- Children involved in agreeing consequences.
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes.
- Recognition when behaviour has improved.
- Giving children responsibility for areas around the school or helping adults.
- Peer mentoring.

6. Strategies for modifying unacceptable behaviour

Unacceptable behaviours include:

- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others.
- Bullying.
- Racist abuse.
- Any form of fighting. Children should be helped to appreciate that “play-fighting” invariably turns nasty, whether intentionally or not, and someone is likely to get hurt.
- Swearing.
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do.
- Disrupting other children’s learning.
- Any damage or theft to property, whether classroom or school equipment or the property of others.
- Any dangerous behaviour which puts children’s health and safety at risk.
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don’t escalate.

Consequences include:

- Adult disapproval or verbal reminders.
- Discussion with an adult about the behaviour.
- Removing a child from a situation (asking them to move).
- Withdrawal of privileges/freedoms, such as a playtime or participation in extracurricular activities, the reasons for the deprivation being clearly explained.
- Redress for any mess/damage incurred can be insisted upon and children enlisted to help, even if they are unable to make the damage good themselves.
- Referral to the Headship team.
- Informing parents and/or involving parents in discussion.

7. Strategies for dealing with persistent unacceptable behaviour

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies.

Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

Strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with children and parents.
- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents.
- Individual Behaviour Plans or behaviour targets on an Individual Education Plan (children involved) in setting targets where appropriate).
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class).
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary).
- Structured learning time (the day is broken down into small manageable tasks).
- Team of adults working closely together to support the child.
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers.
- Personalised consequences to deal with an individual's very specific behaviour.
- Referral to outside agencies (e.g. behaviour outreach support).

- Restraint (A group of staff are trained in using ‘Positive Handling’ techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disruptingthe learning of others. Parents are informed.).
- Fixed term exclusion.
- Permanent exclusion.

8. Exclusion

Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

9. Anti-bullying policy

At East Ayton Primary School we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective.

Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure.

Bullying can have a devastating effect on individuals within school, it can lead to absenteeism and under-achievement and in the worst cases to depression and suicide. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and again in some cases absenteeism.

At East Ayton Primary School we consider ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying.

These are relatively rare occurrences, but can and do happen in school communities. We work hard to create an ethos which protects children from these unpleasant aspects of behaviour and we are committed to dealing with any incidents straight away, in order that children involved in any incidents are made aware immediately that such behaviour is unacceptable.

Our Behaviour Policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

It is never a good idea to hope the problem will just go away. It rarely does!

So if you notice any signs that your child may be suddenly reluctant to come to school or is showing symptoms of anxiety, please talk to the class teacher and/or Headship team.

Children and parents need to feel confident that something will be done about the problem. Often it is enough to simply confront a child with what they have been doing and explain the effect it has on someone else, whilst issuing a reminder that such behaviour will not be tolerated. Children who persist in aggressive or anti-social behaviour may be excluded from play-times and further advice can be sought to help them to learn to become a more sociable person.

Fighting is not accepted as a way of solving problems and children are taught that "play-fighting" is not acceptable as this kind of boisterous play can easily turn nasty in a playground situation.

Racial abuse is not tolerated and in all North Yorkshire schools procedures are in place for reporting any incidents of racial harassment or abuse. Parents will always be notified if their child has either been the victim or the perpetrator of any such behaviour.

Definition of Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Bullying thrives in an atmosphere of secrecy; victims and bystanders fear reprisals if they report a bullying incident; without knowledge of the incident, staff cannot intervene to protect the victim, and accordingly, they are not seen by children as an effective source of help to which they can turn.

Bullying can occur through several types of anti-social behaviour. It can be:

Physical - A child can be physically punched, kicked hit, spat at etc.

Verbal - Verbal abuse can take the form of name calling, teasing and taunting. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.

Exclusion - A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends.

Damage to property, or theft - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.

Intimidation - Bullying can also include making rude gestures and intimidation.

Cyber-bullying – unkind messages/chat through social network sites, emails or texts.

Why do people bully?

People bully for a variety of reasons. These include feeling they don’t fit in, disliking themselves, peer

pressure, wanting to show off, feeling upset or angry or having a fear of being bullied themselves. Most bullies have a lack of empathy, which can be caused by a lack of good role models or be a personality trait that needs fostering in a positive direction. It is everyone's responsibility to prevent bullying.

Action taken by School to prevent bullying

- All complaints are taken seriously and dealt with quickly and firmly.
- Discussion with children on aspects of bullying and the appropriate way to behave towards each other.
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others.
- Recognising and rewarding non-aggressive behaviour.
- Using peer group pressure actively to discourage bullying.
- Helping children to develop positive strategies and assertion.

<u>Action taken when bullying is suspected</u>

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. If any degree of bullying is identified, the following action will be taken. Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about their experiences.
- by informing the victims' parents/carers.
- by offering continuing support when they feel they need it.
- by arranging for special supervision in the playground.
- by taking steps to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways by:

- talking about what happened, to discover why they became involved.
- involving the bullies' parents/carers.
- continuing to work with the bullies in order to change their behaviour.

- requesting help from support services.
- taking one or more of the disciplinary steps below, to prevent more bullying:

1. Bullies will be officially warned to stop bullying by the Senior Leaders.
2. The bully's parents/carers will be informed verbally and asked to discuss the matter.
3. If bullying continues, then the bully's parents/carers will be formally informed in writing.
4. If bullying continues, then they may be temporarily excluded.
5. If such behaviour does not end, then there may be a recommendation for permanent exclusion.

<u>The parents' role in preventing bullying</u>

- take an active interest in your child's social life and chat about friends and their activities (including online communications).
- watch for signs of distress in your child.
- inform the school immediately you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow.
- advise your child not to fight back. It makes matters worse and your child could be accused of bullying!
- make sure your child is fully aware of the school policy concerning bullying.

Children are regularly informed of the school policy at assemblies and during class time, with particular emphasis on the following points:

- children do not deserve to be bullied, it is WRONG.
- to go straight to a member of staff and tell.
- that children will not get into trouble if they tell.
- to be proud of who they are.
- to try not to show that they are upset. It is hard but a bully thrives on someone's fear.
- to stay with a group of friends.
- to be assertive - say "NO!".
- to walk away confidently.

- that fighting back makes things worse.
- to take action if they know someone is being bullied. Watching and doing nothing is wrong - tell an adult immediately.
- not to be, or pretend to be, friends with a bully.

10. Behaviours from parents/ carers

Statement of principles

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one. As role models, and for the safety and well-being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community. The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

Unacceptable behaviours

Aggression, verbal and or physical abuse towards members of school staff or the wider school community are unacceptable no matter what the circumstances are. Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- shouting at members of the school community, either in person or to school staff over the telephone.
- physically intimidating members of the school community, e.g. standing very close to her/him.
- the use of aggressive hand gestures.
- threatening behaviour.
- shaking or holding a fist towards another person.
- swearing.
- pushing.
- hitting, e.g. slapping, punching and kicking.

- spitting.
- breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour may result in the local authority and the police being informed of the incident.

Action of staff when facing unacceptable behaviours

The School expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all staff and pupils have the right to feel safe in the school environment. All members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

Procedure to be followed

If a parent/carer behaves in an unacceptable way towards a member of the school community, the Headteacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow.

2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.

3. The chair of governors/LA will be informed of the ban

4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

10. Conclusion

The Local Authority itself may take action where behaviour is unacceptable or there are seriousbreaches of our home-school agreement or health and safety legislation.

In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.