

Eaton Bray Academy



BEHAVIOUR AND DISCIPLINE POLICY

V8.0

Headteacher: Mrs L. Mercer
Address: School Lane
Eaton Bray
Bedfordshire
Tel No: (01525) 220468

Eaton Bray Academy

Behaviour and Discipline Policy

VERSION:	V8.0
VERSION DATE:	20 th November 2020
AUTHOR:	Headteacher
REVIEWED BY:	Governing Body



The Copyright in this work is vested in Eaton Bray Academy and the document is issued in confidence for the purpose only for which it is supplied. It must not be reproduced in whole or in part or used for tendering or manufacturing purposes except under an agreement or with the consent in writing of Eaton Bray Academy and then only on the condition that this notice is included in any such reproduction. No information as to the contents or subject matter of this document or any part thereof arising directly or indirectly therefore shall be given orally or in writing or communicated in any manner whatsoever to any third party being an individual firm or company or any employee thereof without the prior consent in writing of Eaton Bray Academy



AMENDMENT HISTORY

Issue	Author	Date	Description
V0.1(Draft)	SH	4/1/05	Initial draft
V1.0	SH	21/04/06	Update
V2.0	SH	22/01/08	Update
V3.0	SH	08/10/09	Update
V4.0	SH	6/2/10	Update
V5.0	SH	27/01/11	Reviewed for Academy
V6.0	SH	14/02/12	Updated
V7.0	SH	16/01/2017	Updated with additional information re. exclusions
V8.0	LAM	20/11/2020	Updated with change of Head



Introduction

We believe that every child should have the opportunity to develop in a happy, stimulating, emotionally stable learning environment which:

- accepts the individuality of each child
- develops self esteem and sensitivity to others
- develops a sense of community and an understanding and acceptance of school rules

At Eaton Bray Academy we are committed to the fostering of good social attitudes and the development and maintenance of good manners and friendly relations between all pupils and staff. We believe that this is a fundamental element of being a happy and successful school, alongside a sense of collective responsibility and a feeling of commitment on the part of staff, pupils, parents and governors.

Mrs L. Mercer
Headteacher



CONTENTS

1	AIMS.....	6
2	INTENDED OUTCOMES.....	6
3	REWARDS AND STRATEGIES	6
4	SANCTIONS AND STRATEGIES.....	7
5	EXCLUSIONS	8
6	MONITORING.....	8



1 AIMS

We aim:

- to encourage a calm, purposeful and happy atmosphere within the school
- to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- to have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- to make boundaries of acceptable behaviour clear and to ensure safety
- to raise awareness of appropriate behaviour
- to help pupils, staff and parents have a sense of direction and feeling of common purpose

2 INTENDED OUTCOMES

- There is a common understanding of what is acceptable behaviour throughout the school and there is a consistent approach to rewards and sanctions.
- Children are aware of the structure of discipline throughout the school.
- Children are encouraged to be responsible for their own behaviour. One rule applies to everyone: "to respect and show courtesy and kindness to all people at all times."
- School rules are kept to a minimum - they exist only to ensure the health and safety of everyone in school. Rules are discussed on a regular basis and the reasons for them considered by groups or individuals.
- Our Code of Conduct is displayed and encouraged at all times
- Parental co-operation is evident.
- Every opportunity is taken to reinforce our policy.

3 REWARDS AND STRATEGIES

It is very important that the positive aspects of praise and reward should be emphasised at every opportunity. Anything which recognises that children have achieved what has been asked of them is desirable. We recognise



and praise effort and good behaviour in children through the use of positive reinforcement:

- Verbal praise
- Comments on their attitude to work (challenge, perseverance)
- Awards – wide range from stickers to merits
- Certificates from staff and children – pupil of the week, star of the School, Head Boy and Girl, Ambassadors, Sports Personality...
- Nursery – leaves on a values tree
- Award Assembly and Class assembly - celebrating achievements
- Golden time 'free time'
- Lunchtime award chosen by lunchtime supervisors
- Seeing headteacher/other members of staff/ showing/telling other children
- Use of Circle time

4 SANCTIONS AND STRATEGIES

Children are made aware of their misdemeanours and encouraged to make amends. Children usually respond to the disapproval of adults because most children have a desire to please. There should be a different response from adults according to the degree of misbehaviour.

Each class in KS1 has a behaviour chart. All the children, including Hamsters in the EYFS know what happens if they misbehave. Children have a warning, age appropriate time out and the child's name/photo is moved down the behavior chart. Parents are informed on the same day if this has happened.

In Main School, inappropriate behaviour at play time will not be tolerated - the child should either be made to stand by the adult on duty or sent in to stand by the Head's office.

Any incidence of bullying is regarded as a serious matter and should be recorded and reported to the Head.

Children whose behaviour is a cause for concern will be closely monitored by the class teacher/ key person and a written paper record will be kept. This will be copied for the Head and recorded on our online behaviour log. The parents will be invited to discuss the problems and, if necessary, EBD services will be consulted.



5 EXCLUSIONS

Any child who continually disrupts and does not respond to normal sanctions may be subjected to some form of exclusion, following consultation between school, parents and governors.

There are three types of exclusion:

- lunchtime exclusion – used when a child’s playground behaviour is considered unacceptable. Parents / carers have to take responsibility for their child during lunchtimes and return them to school at the start of the afternoon session
- fixed term exclusion for a specified number of days. Fixed term exclusions can be used for a maximum of 45 days in any school year
- permanent exclusion – used only in the most serious cases when it is allowing the child to remain in school would harm the education or welfare of the child or others in the school

If at any time the Head and Governors feel that it is necessary to use a fixed term or permanent exclusion as a consequence for a child, then the Head will seek advice from the Local Authority to ensure that the appropriate procedures are followed. Information will also be gathered from related up-to-date guidance documents.

6 MONITORING

Head teacher and staff monitor the implementation of the policy in the school. Behaviour and discipline are discussed at Staff meetings on a regular basis.

The whole staff has had the opportunity to discuss and contribute to this policy, which will be shared with the Governing Body.