EYNSHAM COMMUNITY PRIMARY SCHOOL

Positive Behaviour and Rewards Policy

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CHAIR OF GOVERNORS:	**Victoria Clark**
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ECPS Positive Behaviour and Reward policy

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1.0 Eynsham Partnership Academy Values

Eynsham Community Primary School (ECPS) is a member of the EPA (Eynsham Partnership Academy (EPA) a Multi-Academy Trust (MAT). It is the belief of the EPA that all young people can succeed if they have access to exceptional education in an empathetic, supportive education environment.

Eynsham Community Primary School works as part of the Eynsham Partnership Academy (EPA) and is committed to its vision of Aspiration, Collaboration and Excellence working with schools across the partnership.

1.1 Eynsham Community Primary School Vision and Values

This policy is underpinned by the values of the EPA. At ECPS we develop in our students the values of the EPA through our school value, 'Everybody Soaring to Success'.

'Everyone Soaring to Success' is the foundation that underpins the educational philosophy in our community school. The word everyone is so important as it tells us that every child, regardless of background, should be given every opportunity, experience and support to achieve excellence in everything they study.

Everyone's character will be personally developed, and everyone's difference will be celebrated so every child embraces diversity and has deep rooted respect for everyone in our community.

At Eynsham Community Primary School we are committed to providing an outstanding educational experience, not only over a child's seven years in our school but for every day they attend. We achieve this through our relentless work to deliver excellence for everyone as individuals so that they '**soar to success'** in every aspect of school life.

Learning is our core business and is our highest priority. Every adult and every child will engage in learning every day without exception. We will learn together and independently as well as inside and outside of the classroom. Every moment is an opportunity for learning and if things go wrong learning will be part of the solution.

2.0 Principles

Our principles are the propositions that serve as the foundation for developing positive attitudes to learning and effective behaviour for learning at ECPS.

A. *Consistent, calm adult behaviour* - behaviour is driven by experience, so adults will model in all aspects of their work in a calm and consistent conduct.
B. *First attention to best conduct*- praise and recognition will be individual and personalised, these moments will reinforce our values and develop our school culture.
C. *Explicit Routines* - adults will systematically teach essential routines that children need to learn so that they become habitual and establish the Eynsham way.
D. *Scripting interventions* - we will have a clear set of rules and when conduct falls short of our high expectations we will intervene with known and rehearsed communication to get back on track.
E. *Restorative follow up* - post intervention we will restore relationships through conversation and re- establish expectation to maintain rapport.

3.0 Rules

We have 3 school rules that permeate aspects of school life and are applicable to all children. These are-

To be:

Ready
Respectful
Responsible
We are Resilient

This is our community wide mantra and all adults will use this language as part of their work. When children follow the rules they display behaviour that embraces our school value this will be recognised either publicly and/or in private. When children break the rules the behaviour undermines our value and staff will address this in conversation with scripted intervention.

4.0 Praise, Reward, Recognition

In building the culture of the school we will give first attention to the best conduct. This affirms the meeting of expectation and builds a positive atmosphere. Adults will be explicit and expectant in the behaviour for learning that is needed at school. Children will be rewarded/praised for consistently good behaviour and we will use praise in line with our rules and or expectations. When behaviour is sustainably above and beyond this will be met with individual, personalised recognition and rewards.

Rewards can include:

- Sending home good news postcards (Sent home by class teacher)
- Headteacher Award Certificates (Presented weekly in celebration assembly)
- Subject specific certificates (Presented weekly in celebration assembly)
- Whole Class Rewards for team effort towards a goal (This may include extra play)
- House points awarded for individual effort

House point system:

- 25 house points achieved = bronze certificate
- 75 house points achieved = silver certificate
- 150 house points achieved = gold certificate
- 250 house points achieved = platinum certificate
- 400 house points achieved = diamond certificate plus a badge
- 500 house points achieved = sapphire certificate plus a book voucher

Each half term the house with the winning total of house points will have a reward as a team. This may include additional playtime, time in the marsh or visits to the park.

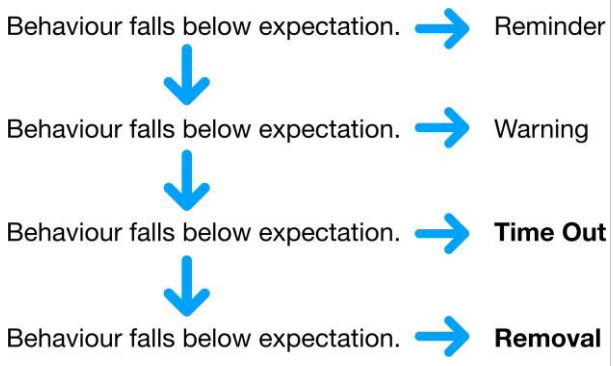
5.0 Managing Behaviour

When behaviour falls below expectations we use a systematised approach to intervene and encourage positive behaviour. In all situations the adult takes responsibility for the situation and resolution.

Across the whole school we use the consistent approach of Zones of Regulation which is a safe, non-judgmental way for children to communicate how they are feeling. Zones of Regulations teaches children scaffolded skills towards developing a greater understanding and awareness of their feelings and how to regulate these. Children will be explicitly taught what each 'zone' means and will be given opportunities throughout the day to communicate this. They will be equipped with tools and strategies to teach them regulation and problem solve positive solutions

5.1 Managing behaviour with inclusion

Firstly, a child will be reminded of the expectations. A warning will then be given. A child will then have time out. The last resort is to remove the child from the situation to another place with work. On the very rare occasion that a child's behaviour is a significant breach of the school's policy then a member of the senior leadership team will take responsibility for the situation. Negative behaviour will be logged via CPOMS and addressed during weekly SLT meetings. Major issues with behaviour, or concerns which have been raised in relation to behaviour from parents will also be logged on CPOMS and then followed up within 2 weeks to ensure the issue has been satisfactorily resolved.



Time Out
The child will have a short period of time away from the situation. This time is for reflection, cooling off and preparing to come back. This may happen within the classroom in a designated space or in another classroom if necessary for practical reasons. The time out is the consequence. Although any lost learning time can be made up at the teacher's discretion. The adult will lead a conversation, which will follow the Eynsham intervening in behaviour script. (See Appendix 1) it will be restorative and expectations will be made clear about the return.

Removal
The child will be removed to an alternative learning space, with the assistance of the senior leadership team. The removal is the consequence and the adult will take responsibility for the restorative conversation when the child returns, normally this would take place in social time. The adult will inform parents of the situation and resolution. After an incident it will then be recorded via CPOMS by the adult(s) involved.

5.2 Managing behaviour with exclusion

A significant breach or persistent breaches of the school's behaviour policy is when the education and/or well-being of a child or others would be harmed by allowing the child to remain in the school. For a significant breach or persistent breaches the Head teacher will consider a fixed period of exclusion. EPA guidelines for exclusion will be followed. Usually following a fixed term exclusion, a Pastoral Support Plan would be drawn up. Outside agencies are normally involved.
The Headteacher refers behaviour to the Governing Body for the consideration of permanent exclusion or transfer to an alternative school.

6.0 The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. All non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to school, should be brought to the attention of the school leaders. The school may discipline a child when taking part in any school-organized or related activity, travelling to and from school, whilst wearing school uniform or identifiable as a pupil of the school. This also includes behaviour that could have repercussions for the orderly running of the school and posing a threat to another child or a member of the public.

7.0 Screening and searching

Legal provisions enable school staff to confiscate pupil's property. In the event of any property being confiscated, the school will contact the parents and invite them into school to reclaim the item(s). Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. A member of the leadership team will always be present during the search. Parents will be informed if their child has been searched. The school will make a decision as to whether to contact the police.

8.0 The use of reasonable force

As a school we use de-escalation strategies to prevent the escalation of situations where people or property can be at risk. In schools it is not illegal to touch children and staff may use reasonable force in situations to: remove disruptive pupils from the classroom where they have refused to follow an instruction to do so, prevent a pupil behaving in a way that is unsafe on a school event, school trip or visit, prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.

9.0 Staff accused of misconduct

The Headteacher, in consultation with the Chair of Governors, will contact the Safeguarding Team and draw on the DfE guidance 'Dealing with allegations of abuse against staff' in cases of allegations that a member of staff (including volunteers): Has behaved in a way that has harmed a child, may have harmed a child, has possibly committed a criminal offence against or related to a child, has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

10.0 References

This policy has been drawn up in accordance with the Equality Act 2010.
Please see the school's Anti-Bullying Policy for information relating to the school's policy and procedures relating to this area.

Appendix 1

Eynsham intervening in behaviour script

Our behaviour script shared ethos:

Notice - zone - expect – reset

Nursery and Reception

1. Notice and recognise the zone
   "I can see you are [shouting/pushing/throwing]. It looks like you might be in the [colour] Zone."
2. State the behaviour you need
   "I need you to use a quiet voice/kind hands/walking feet."
3. Support regulation
   "Let's [take a breath/count to five/move to a calm space] so you are ready."
4. Notice the positive change
   "That's it—kind hands. That is being [Ready/Respectful/Responsible]."

Example:
"I can see you are pushing. It looks like you might be in the Red Zone. I need you to use kind hands. Let's take a breath together. That's it—kind hands. You are being respectful."

Key Stage 1

1. Notice and recognise the zone
   "I notice you are [calling out/talking while someone else is speaking]. You look as though you might be in the [colour] Zone."
2. Link to expectations
   "That is not showing me [one of the 3 Rs]. I need you to [desired behaviour]."
3. Support the child to reset
   "What will help you get back to the green zone?"
4. Reinforce the positive behaviour
   "Thank you—that is showing me [one of the 3 Rs]."

Example:
"I notice you are talking while someone else is speaking. You look as though you might be in the Yellow Zone. That is not showing respect. I need you to listen and wait for your turn. Take a moment to get ready. Thank you—that is showing respect."

Key Stage 2

1. Notice and recognise the zone
   "I notice you are [specific description of behaviour]. You appear to be in the [colour] Zone."
2. Link to expectations
   "That is not showing [one of the 3 Rs]."
3. Remind the child of previous success
   "Remember when you [recent, specific example of positive behaviour]? That showed me you could [expected behaviour]."
4. Invite the child to reset
   "Take a moment and show me that again."

Example:
"I notice you are distracting others while they are working. You appear to be in the Yellow Zone. That is not showing responsibility. Remember how well you focused during maths yesterday and allowed everyone around you to learn? Take a moment and show me that again."