



## BEHAVIOUR POLICY

### CREATING AND MAINTAINING HIGH STANDARDS OF BEHAVIOUR

Our 'School Promise' includes the values and qualities which are encouraged and actively promoted throughout the school day. Children are rewarded when they show qualities of our School Promise. A weekly award is given to a child during our Celebration Assembly.

#### Our School Promise

P olite and caring, that's what we are (Best Break Time Buddy Award)  
R espect and Resilience, takes us far (Me and the World we live in Award)  
O pen and honest, we don't tell lies (Playful Pupil Award)  
M anners are important, everyone tries (Excellent Etiquette Award)  
I s in United, teamwork's the prize (Terrific Teamwork Award)  
S trive to be, the best we can be (Excellence and Enquiry Award)  
E veryone aims high at Edmondsley (Life Long Learner Award)

Children are happy when they are learning how to do things in a challenging, caring environment.

At Edmondsley Primary School we want to make sure that all children are effectively cared for and happy. We want our children, for example, to learn how to read and write, how to play together, how to discover, how to make things and last but not least, become responsible citizens who know how to treat each other respectfully and show regard for their teachers, parents and members of society, regardless of their differences.

At Edmondsley Primary School we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to:

- \* grow socially
- \* grow personally
- \* grow academically

We believe that good behaviour needs to be carefully nurtured and developed. It is too important to be left to chance. We think young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This policy is about how we achieve this.

Pupils, parents/carers and adults in school have contributed to the production of this policy.

It sets out:

- \* what we think are the benefits of good behaviour
- \* what we mean by good behaviour
- \* how we encourage good behaviour in our school
- \* how we discourage inappropriate behaviour

### THE BENEFITS OF GOOD SOCIAL BEHAVIOUR

At Edmondsley Primary School we believe that if staff, pupils, and parents value good social behaviour:

#### CHILDREN

- \* learn to respect others

- \* learn what good behaviour means
- \* learn to care for one another
- \* learn the value of friendship
- \* develop self-discipline
- \* develop self confidence
- \* do as well as possible in their school work

## TEACHERS

- \* teach effectively
- \* meet the need of all pupils
- \* make positive contacts with parents
- \* develop personally and professionally

## PARENTS

- \* feel confident that their children are growing personally, socially and academically
- \* know that their children will receive support when they need it
- \* feel welcome in school to discuss their children's progress in a positive atmosphere
- \* feel that the school communicates their children's progress and achievements

## Our School Eco Code

- Look after our school and grounds as well as we can
- Grow and eat our own fruit and vegetables
- Be as healthy as we can
- Reduce waste as far as we can
- Re-use and recycle as much as we can
- Keep the pupils in our school safe
- Learn about our world and help care for it

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand, as many young children do, we will help them by making these behaviours clearer, more specific and more suited to their individual needs.

## SCHOOL SYSTEMS – RESPONDING TO GOOD BEHAVIOUR

Everyone at Edmondsley Primary School has agreed to:

- \* recognise and highlight good behaviour as it occurs
- \* ensure that all children are praised for behaving well
- \* explain and demonstrate the behaviour we wish to see
- \* encourage children to be responsible for their own behaviour
- \* communicate effectively to parents about their children's good behaviour
- \* recognise individual children and groups of children for behaving well, using a range of meaningful, visual and age-appropriate rewards.

We believe that good behaviour should be recognised through awards of privileges and rewards. Such rewards and privileges include:

- \* verbal praise
- \* gold coins (for Castle Teams) and jewels from lunchtime supervisors.
- \* stickers
- \* a range of certificates linked to our 'Our School Promise'
- \* positive comments verbally or texts home to parents/carers (Year 1 to Year 6)
- \* special responsibilities
- \* lunchtime awards from supervisors (names are written in traffic light books)

Teachers intuitively create class behaviour reward systems as a result of individual and group dynamics in their classes.

In EYFS, when children show exceptional behaviour or behaviour which we want to encourage, they are rewarded with instant stickers.

All classes from Year 1 to Year 6 celebrate good behaviour by use of a traffic light system. All children's names begin on green at the start of a new day.

In Reception, all children's names start on a sunshine image and move to the Rainbow when exceptional behaviour is seen.

In Key Stage 1, when children show exceptional behaviour, their name is moved to a golden star (to be returned to green at the start of the week).

In Key Stage 2, when children show exceptional behaviour, their name is moved to Bronze, Silver and then Gold (to be returned to green at the start of the week).

## **SCHOOL SYSTEMS – RESPONDING TO MISBEHAVIOUR**

School staff respond predictably, promptly and assertively when they become aware of misbehaviour.

The first priority ensures the safety of pupils and staff and to restore a calm environment as quickly as possible.

The consequences must satisfy the following three conditions:

- 1) The decision to discipline a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher
- 2) The decision to discipline the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Occasionally, children may not follow Our School Promise. Everyone at Edmondsley Primary School has agreed to prevent this from happening by:

- \* reminding pupils of Our School Promise
- \* reciting our School Promise at either the beginning and end of assemblies
- \* Proactively choose children to achieve a certificate at the end of the week
- \* noticing good behaviour as it occurs ie. giving recognition to those children who follow Our School Promise.

Sometimes this may not be enough and, depending upon the situation, it may be necessary to deal with misbehaviour by giving effective reminders of appropriate behaviour and warning of the **consequences** of choosing inappropriate behaviour.

A sanction will be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Staff across school respond in a consistent, fair and proportionate manner so that pupils know with certainty that misbehaviour will always be addressed.

The consequences of misbehaviour are as follows:

First time a child breaks a promise: Verbal Warning and reminder of the expectations of behaviour.

Second time	Child moves their name to the Orange Traffic Light on the class traffic light display. (The child may need to be separated within the class)
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Third time	Child moves their name to the Red Traffic Light on the class traffic light display. (Involvement of the Deputy Head/Head Teacher) Either Class Teacher/Deputy head/Head teacher will contact parents/guardians to discuss ways of helping the child to learn more appropriate social behaviour in school.
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Staff take into account any contributing factors that are identified after a behaviour incident has occurred. For example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Staff will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. If this is the case, the Safeguarding Policy will be followed.

**Sanctions may include the following –**

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in an upcoming special event.
- Missing part of a break time.
- Removal from class/area where other pupils are in case of serious misbehaviour. (Please refer to Restrictive Physical Interventions Policy)

We also have a 'severe clause' where a child is sent to the Head teacher for the following reasons:

Considerable, deliberate, malicious damage  
Abject refusal to follow reasonable adult instruction in school  
Swearing at an adult or other pupil with intent to offend.  
Homophobic, biphobic or transphobic behaviour  
Racist behaviour  
Inappropriate physical behaviour towards staff or children.

In very rare cases it may be necessary to suspend a pupil, for example if there has been a malicious physical attack on another person. This will only ever be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

Children are supported to complete a Behaviour Reflection sheet which encourages them to think about the specific unwanted actions/behaviour which was displayed. Strategies are discussed to prevent the situation happening again. These are shared with parents/carers when necessary.

All incidents are **reported** and **recorded** on CPOMS.

**SUPPORTING A PUPIL OR PUPILS FOLLOWING A SANCTION  
RESTORATIVE APPROACH**

If there has been an incident involving a child (or group of children) showing unwanted behaviour towards another child (or group of children), a restorative approach is initiated. This will be led by the appropriate member of staff (all staff have received training in this). During this, each child will have the chance, without interruption from other children, to reiterate what happened, why it happened, how they felt, what they were thinking and what needs to happen now. The children involved then discuss the solution in moving forward. A behaviour reflection form is completed by the child (or group of children) showing the unwanted behaviour. The adult completing the restorative approach will then monitor the situation to ensure any further incidents are managed successfully.

Other approaches used include, phone call to parents which may include inquiring into circumstances outside of school by Designated Safeguarding Leads.

If misbehaviours continue for individual children, relevant members of staff meet to discuss any strategies or support. This may be Head Teacher, class teacher, teaching assistants, lunchtime supervisors and SENCO.

**BANNED ITEMS**

A pupil's property may be confiscated or retained by a member of staff as a sanction so long as it is reasonable in the circumstances. Property must be taken to the Head Teacher or in her absence the Deputy Head and retained in the school office.

Prohibited items include

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives or child pornography must always be handed over to the police, otherwise it is for the Head Teacher to decide if and when to return a confiscated item.

## **THE PREVENTION OF ALL FORMS OF BULLYING (INCLUDING CYBERBULLYING, PREJUDICE-BASED AND DISCRIMINATORY BULLYING)**

Please refer to our Anti-Bullying Policy.

## **STAFF INDUCTION, DEVELOPMENT AND SUPPORT**

The Behaviour policy is reviewed regularly with all staff and forms part of the Induction Procedure.

Senior Leaders and previous staff who have taught individual children who are causing concern are available to support. Restorative Approach training is provided in school.

## **BEHAVIOUR EXPECTATION AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)**

Systems outlined above allow all pupils to achieve and thrive in and outside the classroom. As Teachers intuitively create class behaviour reward systems depending upon the dynamics of their classes, when a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular:

- + schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- + under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.

We will anticipate any likely triggers of misbehaviour and put in place support to prevent these. This may include but are not limited to:

- short, planned movement breaks for a pupils whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupils with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff

Any preventative measures take into account the specific circumstances and requirements of the pupil concerned.

## **BEHAVIOUR OUTSIDE OF SCHOOL PREMISES**

Non-criminal poor behaviour and bullying which occurs off the school premises or on-line and which is witnessed by a staff member or reported to the school will be investigated and this policy followed.

## **PROCEDURES FOLLOWING A PERMANENT EXCLUSION**

Only the Head Teacher can exclude a pupil and this must be on disciplinary grounds. (This cannot be delegated). When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true. A fixed term exclusion can no longer be extended or converted into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a fixed term exclusion may be issued to begin immediately after the first period of exclusion ends; or permanent exclusion may be issued to begin immediately after the end of the fixed term exclusion. The Guidance makes it clear that it is for the Head Teacher to decide whether to exclude a pupil, taking into account the evidence available and the need to balance the interests of the excluded pupil against those of the whole school community. Should a Head Teacher make a decision to issue a second fixed term exclusion to begin immediately after the first exclusion ends then this would be classed as 'consecutive exclusions' and the school would be responsible for arranging full-time day 6 provision if the exclusion is more than 5 consecutive days. Where a fixed term exclusion is followed by a permanent exclusion, these are not treated as consecutive for the purpose of calculating the sixth day provision. The local authority must make sure in the event of an Independent Review Panel, for a permanent excluded pupil the venue is accessible to all parties. An Independent Review Panel can direct a governing body to reconsider a permanent exclusion (also referred to as quashing the governing bodies

decision). Should the governing body not offer to reinstate the pupil within 10 school days of receiving notification from the panel then the governing body must make a £4,000 payment to the local authority, in addition to the transfer of funding for a permanently excluded pupil. The importance of good behaviour cannot be over-estimated in our view. Parents, staff and pupils can all enjoy the happy social community at Edmondsley Primary and Nursery School and can maintain our warm, friendly, caring ethos through the help of all involved.

DfE guidance will be followed.

<https://www.gov.uk/government/publications/school-exclusion>