



## BEHAVIOUR POLICY

### PROMOTING GOOD BEHAVIOUR, SELF-DISCIPLINE AND RESPECT

Governors, staff, parents/carers and children's views were collected in September 2014 to create our 'School Promise.' Our 'School Promise' includes the values and qualities which are encouraged and actively promoted. Children are rewarded when our School Promise has been kept by receiving certificates during weekly 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 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 with few behaviour problems
- \* 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.

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
- \* ensure that criticism is constructive
- \* 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 in Home/School diary or texts home to parents/carers (Year 2 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.

In Key Stage 1, when children show exceptional behaviour, their name is moved to a golden star.

In Key Stage 2, when children show exceptional behaviour, their name is moved to Bronze, Silver and then Gold.

## **CONSEQUENCES FOR POOR BEHAVIOUR**

The consequences must satisfy the following three conditions:

- 1) The decision to punish 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 punish the pupil and the punishment 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 and be inconsiderate towards others. Everyone at Edmondsley Primary School has agreed to try to prevent this from happening by:

- \* reminding pupils of Our School Promise
- \* reciting our School Promise at either the beginning and/or end of assemblies.
- \* 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 punishment will be proportionate. In determining whether a punishment 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

The consequences are as follows:

First time a child breaks a promise: Verbal Warning

Second time                                  Separating the pupil within the class (Child moves their name to Orange circle on the class traffic light display)

Third time                                    Involvement of the Deputy Head/Headteacher (Child moves name to Red spot and completes the Behaviour Record Form – when appropriate to do so) Either Deputy head or Head teacher will contact parents / guardians to discuss ways of helping the child to learn more appropriate social behaviour in school.

### **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 break time.

### **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 will be 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.

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 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.

### **CONFISCATION OF INAPPROPRIATE ITEMS**

A pupil's property may be confiscated or retained by a member of staff as a punishment 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 BULLYING**

Please refer to our Anti-Bullying Policy.

### **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.