

Edale Rise Primary and Nursery School

Behaviour Policy

Principles and values:

It is a central principle of this school that everyone in the school community should feel valued and respected and that each person is treated fairly and well. For this reason, we have systems of positive behaviour management that encourage all of us to learn together in an environment where everyone feels happy, safe and secure.

The main aim of this policy is to promote good relationships and provide a clear framework for behaviour that everyone knows and understands. The policy applies to all members of the school community. It is designed to protect everyone's right to learn in an orderly, positive environment without unwanted distraction.

Aims:

- To ensure the positive and consistent management of the behaviour of all the children in our school
- To ensure that all children have access to the curriculum and may learn effectively
- To ensure that all children understand the part they play in the management of their own behaviour and can learn how to choose to act responsibly

Rationale

This policy:

- Takes a positive approach to behaviour management and uses praise and reward as its starting points
- Assumes that everyone can succeed
- Assumes that everyone has choices and can make the right one
- Gives praise and reward to children who always choose to do the right thing
- Offers encouragement to children who find it hard to do the right thing all the time
- Has a clear system of sanctions, known to all, so that children can reflect and have a chance to make the correct choice at any stage
- Uses sanctions that reflect the seriousness of inappropriate behaviour
- States that extreme behaviour is unacceptable
- Involves parents and outside agencies as appropriate to provide support and guidance in and out of school
- Applies at all times of the school day, including lunchtimes
- Is the responsibility of all members of staff, as well as children and parents or carers while at school

Our School Rules:

These are displayed in classrooms and around school. All behaviour management is tied into these rules:

- **Safety**
Keep yourself and others safe in and out of school.
- **Effort**
Try your best, take risks and feel proud when you achieve.

- **Manners**
Use words and actions which make people feel good.
- **Honesty**
Always tell the truth and take responsibility for your own actions.
- **Care**
Care for yourself, each other, the school, the community and the environment.
- **Respect**
Be proud to be you and respect everyone for who they are and the jobs they do.
Respect others right to learn.

The rules are discussed at length in class and are reinforced by staff when the need arises.

Rewards:

Positive reinforcement is central to behaviour management in this school. We have many different types of rewards, for all areas of positive behaviour. Please see Appendix I for a list of the strategies used in school.

Sanctions:

Our system of sanctions has been formulated by staff. It follows a small steps approach, so that children have the chance to reflect on what they have done and may choose to do the right thing at any point in the process. Please see Appendix II for the sanctions system.

Staff are encouraged to follow the steps as rigidly as possible; it then becomes the system that is working and not individuals. The system of sanctions is discussed during class PSHE sessions; all children are aware of how it works.

Parents are kept informed at an informal level of any incidents of inappropriate behaviour. If the behaviour patterns persist, a more formal meeting is called, involving the parent, class teacher, a senior member of staff and the child.

Staff take care to label the behaviour as opposed to the individual, e.g., 'That's an unkind thing to do', rather than 'You are unkind'. Children are encouraged to 'stop and think' and remember that 'it's up to me'; these mottoes reinforce the concept of self-control and the responsibility of the individual.

Some children need more support than others in managing their own behaviour; in these cases, we provide a provision map or assertive mentoring. These provide a framework of small, achievable targets that address individual problems. The Behaviour Support Team may also be involved. They are reviewed regularly by the SENCO and Class Teacher, often with parental involvement. Some children may require physical intervention as part of their behaviour management. In these cases, the child has an individual 'Handling Policy', which is referred to and implemented by staff dealing with him or her.

Lunchtimes and Playtimes:

Time spent outside and particularly lunchtimes have been identified by staff as 'problem' times for some children. Some children spend lunchtimes in a small group; there remain others, however, who still find it difficult to play together without resorting to inappropriate behaviour. Staff have discussed this and have decided on a number of strategies to overcome these problems and a stimulating yet calm ethos on the playground.

- Midday Supervisors are informed of any problems during the day and monitor certain children, following the system for sanctions and rewards as necessary.
- Lunchtime Play Workers are responsible for organising physical activities for the children. Midday staff members who are responsible for 'quiet' activities.
- The playground is 'zoned' into quiet and busy areas, to accommodate all types of activity

Bullying:

Bullying may take different forms of verbal and physical intimidation. All are equally unacceptable in our school. All prejudiced based or discriminatory bullying including those linked to the nine protected characteristics will not be tolerated and reported to the Headteacher immediately. Members of staff act immediately to deal with cases of intimidation and bullying. Staff report incidents to senior staff and/or the Head Teacher; parents are always involved. Children who persist in bullying behaviour may have a range of sanctions applied from staying in at lunchtimes to exclusion from lunchtimes.

Exclusions:

Only the Head Teacher, in discussion with Governors, has the power to exclude a pupil from school. Exclusions may be for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. The system of exclusions is as follows:

- If the Head Teacher excludes a pupil, she will inform parents immediately, giving reasons for her decisions. Parents may appeal against this decision to the Governing Body
- The Head Teacher informs the LEA, the Governing body and the Transform Trust about any permanent exclusions and any fixed term exclusions beyond five days in any one term
- The Governing Body may not exclude or extend exclusions made by the Head Teacher. They have a Discipline Committee, which considers exclusion appeals on behalf of the Governing Body
- When an appeals committee meets to consider an exclusion, they take into account the circumstances under which the pupil was excluded, representations from parents and the LEA and decide whether the pupil should be reinstated. The Head Teacher must comply with their ruling in these cases.

The Role of the staff:

It is the responsibility of the staff to:

- Ensure that the school rules are adhered to at all times
- In the case of persistent inappropriate behaviour, class teachers will keep a record and inform the Key Stage Manager/ Deputy Head Teacher/ Head Teacher
- Record incidents of inappropriate behaviour or bullying. The 'Incident Book' is kept in the First Aid room and should be filled in when such an incident occurs
- Keep parents informed of any incidents involving their child

The Role of the Head Teacher:

It is the responsibility of the Head Teacher, under the School Standards and Framework Act, 1998, to:

- Implement this policy throughout the school. This involves supporting the staff and monitoring the effectiveness of the policy as part of the end of year review.
- Keep records of all serious incidents of inappropriate behaviour. Sensitive material is kept in the Head Teacher's filing cabinet.
- Report to Governors on the effectiveness of the policy
- Along with the SENCO, liaise with external agencies who support individual children or groups of children
- In partnership with the Governing body, be responsible for giving fixed term and permanent exclusions.

The Role of the Governing body:

It is the role of the Governing body to:

- Oversee the implementation of this policy and monitoring and reviewing its effectiveness
- Liaise with the head Teacher on serious matters of misconduct

The Role of Parents:

We aim to work closely with parents to ensure that children have clear, consistent messages about how to behave both at home and in school.

- We ask parents to sign a Home School Agreement as their child enters school
- We ensure that parents are aware of the school rules and support them at home if possible
- We seek to build a dialogue with parents and ask that they support the decisions made at school. If a parent disagrees with a decision taken in school, he or she should approach the class teacher. If the concerns remain, the Head Teacher and/ or Governors should be involved. If these discussions cannot resolve the issue, a formal grievance or appeal process can be implemented

Monitoring:

- The Head Teacher and staff monitor the effectiveness of this policy as part of the end of year review
- The Head Teacher reports to the Governors on this policy and amends it as necessary
- The Head Teacher has an overview of appropriate records, including exclusions. It is the responsibility of the Governors to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review:

The Governing body and staff review this policy every two years. The Governors may, however, review the policy earlier than this if new regulations are introduced or the Governors receive information on how the policy may be improved.

Edale Rise Behaviour Systems

EYFS

- Children will begin the day with their name on green.
- Children will first be given a verbal warning if they misbehave; if they continue, the child will then be moved to orange.
- Children will be given a chance to move back to green if they show good behaviour; however, if children continue to misbehave they will be moved to red and will have a 'time out' for 10 minutes. A red card will be sent home and this will be recorded on a 'red card' sheet.

Key Stages 1 and 2

- Every classroom has a set of coloured traffic lights on display. These go from red to orange to green to silver to gold.
- All children begin each day with their name on green.
 - Children will first be given a verbal warning.
 - If the child continues to misbehave, they will be asked to move their name to orange. In Years 5 and 6 this will mean they will lose 5 minutes of their break time.
 - If the child continues to misbehave, they will move their name onto red. This will result in the child going to another classroom with a timer and some work to have a 'Time Out'. It will also result in the child missing 15 minutes of their break time and a red card being sent home.
 - In Years 1, 2, 3 and 4, the class teacher or teaching assistant will manage this missed break time. This will be either standing with the person who is on duty or being sent to their phase leader who will then manage their detention.

- In Years 5 and 6, the child will serve a formal detention in their classroom under the supervision of their class teacher or teaching assistant.
- If the child continues to misbehave when their name is on red, then the Head Teacher or Deputy Head Teacher should be called and the child will spend the rest of the session out of class. The child's parents will be informed and the Head Teacher or Deputy Head Teacher will make a decision in consultation with the class teacher as to when the child will return to class.
- Children will be asked to put their name immediately on to red for any of the following:
 - racist, sexist, or homophobic language
 - physically hurting another pupil or member of staff
 - damaging property
 - disrespecting ('talking back') to adults in school
- If the child is persistently on the red traffic light then the Head Teacher or Deputy Head Teacher may decide to put the child onto the Assertive Mentoring Programme, which will involve weekly behaviour monitoring by the class teacher and Head Teacher or Deputy Head Teacher. Parents will be asked to be involved in the Assertive Mentoring process.
- If a child is exceptionally well behaved or exhibits particularly strong learning behaviours then they will be asked to move their name to silver and then gold.
- Children on gold receive a gold card to take home and may write their name on a raffle ticket for a class prize draw. They may win prizes decided upon by the teacher and the children in each class. For example, lucky dip raffle, extra choosing time or ICT time.
- If a child is on gold 10 times they will receive a postcard at home from the school.
- Children's names are not static and may be moved backwards and forwards throughout the day. Every day is a new start and all children will begin on green again. However, missed break times from the previous day that have not yet been served will carry over.

Additional Behaviour Strategies and Information

- Some children or groups of children may have individual behaviour plans to support their needs.
- Each class has a class star chart where a star is awarded when the whole class has worked or achieved together. When the chart is full, the whole class wins a prize.
- Lunchtime supervisors will speak to class teachers at the end of lunchtime if any children need to move their name up or down the chart. For any serious incident, the child will be brought into school from the playground and the class teacher or a member of SLT will then manage the issue.
- Take Care Awards are given out on a Friday morning in assembly time to celebrate the achievement of different pupils in front of the whole school. Parents are notified and invited to watch and celebrate with their child.
- A school learning mentor is available in school and will individually mentor pupils referred by the class teacher or senior leadership team.
- There is a chatterbox system in Key Stage 2 for children to self-refer any problems that they may be having. This is checked every week and a learning mentor meets with the child to offer support and action the issue. The box is in the school corridor and the child can refer by writing their name and class on a slip of paper and placing this into the box.
- Additional classroom rewards, such as stickers or stamps, can be used at the discretion of each teacher, but will not replace the school systems listed above.
- Bullying including cyber bullying, racism, sexism and homophobic bullying are taken extremely seriously in school. All suspected incidents are recorded and referred to the Head Teacher who will investigate and take appropriate action.