



## **Behaviour Policy**

**Review November 17**

**Piers Maitland - Deputy Headteacher**

**Agreed Governors 29.11.17**

# Edinburgh Primary School

## Behaviour Policy

### Dfe Requirements

This policy is fully in accordance with Section 89 of the Education and Inspections Act 2006 for maintained schools and the Independent Schools Standards Regulations 2010 for Academies and Free Schools as set out in the DfE advisory document: '*Behaviour and discipline in school 2014*'

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463452/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_headteachers\\_and\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf)

### Aims

To give a clear set of rights and responsibilities for the use of all individuals, adults and children in the school, in order to promote a consistent and positive approach to behaviour with agreed expectations, outcomes and consequences.

To promote an ethos of expecting good behaviour.

To provide a positive working environment for everyone.

To ensure playtimes are safe and fair.

To foster mutual respect and awareness of each other's needs.

To encourage good manners and kindness.

To ensure behaviour supports teaching and learning.

### Methodology

Establish a set of rights and responsibilities which are clearly communicated to all in the school community.

To have systems in place which support the rights and responsibilities.

To maintain and further develop monitoring procedures which provide information to support improving behaviour.

### Rights and Responsibilities

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## **Our Rights**

Everyone has the right to be listened to and treated fairly.

Everyone has the right to be valued as an individual.

Everyone has the right not to be spoken to in a way that offends or upsets them.

Everyone has the right to feel both physically and emotionally safe.

Everyone has the right to expect politeness and respect from others.

Everyone has the right to teach or to learn without disruption

## **Our Responsibilities**

Everyone has the responsibility to show kindness, politeness and respect to others.

Everyone has the responsibility to share fairly.  
(For example, the use of equipment, resources and space)

Everyone has the responsibility to take care of the school environment and resources.

Everyone has the responsibility to move around in a safe and sensible way:-  
inside the school building  
in the playground  
representing the school off site.

Everyone has the responsibility to help others to teach or to learn.

## **Strategies to support consistently good behaviour.**

Positive reinforcement is used to promote consistently good behaviour.

Praise and encouragement and calmness will be in evidence across the school.

It is not acceptable for adults to shout at children.

Children need to be given clear, direct statements about their behaviour and know exactly what the consequences are.

Racist, sexist and homophobic behaviour should always be challenged and recorded. All racist incidents need to be reported to the HT/DHT.

It is important that low level disruption which interrupts children's learning, is addressed consistently across the school, (for example, children calling out in class).

Children must be properly supervised when missing playtimes with a suitable task to do. A child must never be given curriculum related work as a punishment e.g. being asked to do extra maths or a page of writing as a punishment.

It must be recognised that children misbehave for many different reasons and may need particular support from other professionals. Therefore, it is important to talk about the behaviour rather than "label" the child.

There may be occasions when the most effective strategy is to ignore minor instances of attention seeking behaviour. This will usually be an agreed strategy for particular pupils. The rest of the class may also have the understanding that this is happening and why.

### **Inclusion**

There may be some children on the SEN register who have individual behaviour programmes and may be receiving additional support from other professionals such as the school's Learning Mentor or external support. The majority of these children would be expected to comply with the Rights and Responsibilities. However, in some circumstances, in order to manage their behaviour, it may be necessary to prioritise and personalise behaviour strategies to meet their individual needs. Where this is the case, all staff will be made aware any individual's behaviour plan.

### **Strategies for acknowledging and praising good behaviour**

It is expected that there will be far more praise and celebration of good behaviour than imposition of sanctions for misbehaviour – in general praise/ positive reinforcement should outweigh sanctions/ negative reinforcement by a ratio of at least 3:1.

Behaviour systems employed within the classrooms need to be consistent within each year group. For instance if a year group has decided to use the weather system as a classroom behaviour chart then it should be agreed as a system across the entire year group and managed effectively and consistently across all the classes.

Reference should be made to rights/responsibilities when acknowledging children's good behaviour – children need to know why they are being praised.

#### **Strategies may include**

Identifying when children are behaving appropriately – 'catching them being good' and giving praise e.g. smile, eye contact, verbal comment, 'thumbs up' etc

Identifying children who are behaving well to influence those who may need a prompt (ripple effect)

Teacher/TA making comment across the classroom to other adult to acknowledge good behaviour

Sending child to other teachers, phase leader and DHT/HT for praise/ to show good work

Adults nominating children for recognition in assembly – child receives a certificate to take home which describes particularly good work or behaviour – ideally every child should receive a certificate over the year (class teacher to keep record). All adults in school should be able to nominate children for certificates.

Photocopies of exceptionally good work can be sent home.

Occasionally extra playtime can be given to reward the class, but this must be negotiated with others using the playground.

Occasionally special activities/ choosing sessions may be used for some or all children in the class.

For some children it may be appropriate to use behaviour charts, stickers and other reward systems. This may be in liaison with the Inclusion Manager, SEN Coordinator and/or Learning Mentor. Stickers/tangible rewards should be used sparingly and children should not become reliant on them.

### **Range of Sanctions**

NB In general we seek to manage behaviour positively. Where sanctions are used they should be proportionate and may vary from child to child. A single course of action will not be appropriate for all children all of the time. It should be remembered that children at Edinburgh range from just 4 year olds to nearly 12 year olds and therefore sanctions should be age and developmentally appropriate. In order to help manage the stages of behaviour effectively we use a coloured card system. There are 2 phases to the card system.

Yellow card: This is given as a reminder that the child has not taken on board the advice of the adult and has continued to persist in misbehaving. The child will need to be given reflection time either in an adjoining class or with the Phase leader.

Red card: This is given for very serious incidences and the child will need to be referred to the DHT/HT/AHT's to discuss their behaviour and the consequences of it.

	<b>Examples of behaviours</b>	<b>Examples of appropriate sanctions</b>	<b>Associated colour card</b>
<b>Stage 1</b>	Time wasting. Interrupting learning. Inappropriate talking. Shouting out.	Praise other children who are doing the right thing. Move child – different table, carpet space, closer to adult, away from friends Remind child of expectations Non verbal signal eg frown, head shake Planned ignoring Stay in at playtime/lunchtime to complete work Ensure that when negative behaviour stops child is noticed and praised. Name on board (name on board rubbed out when behaviour stops)	<b>No card.</b> The child will be dealt with by the class teacher. If being asked to remain back during playtime or part of lunchtime the class teacher will supervise the child. Teacher makes the decision whether or not to discuss the matter with the child's parents.
<b>Stage 2</b> Incidents at Stage 2 and Stage 3 should be recorded in class behaviour file as necessary	Name calling Continuing time wasting, interrupting learning, talking, shouting out after reminder.	Time out in class. Apologise to offended child. Remind child of expectations and warn that repeated behaviour may lead to exclusion from class Stay in at playtime/lunchtime to complete work Name on board x2	<b>No card.</b> The child will be sent to another class within the year group in order to have some reflection time and to resettle themselves ready to return to their own class to carry on with the work and behave appropriately. Teacher makes the decision whether or not to discuss the

	Examples of behaviours	Examples of appropriate sanctions	Associated colour card
			matter with the child's parents.
<b>Stage 3</b>	Hurting other children – eg pinching/poking Answering back to an adult/ rudeness to adult Continuing Stage 2 after time out/reminder Swearing Throwing objects eg pencils, stones	Time out in class. Apologise to offended child Written and/or verbal apology to adult. Remove to another class (with work) for up to 1 hour Stay in at lunchtime/playtime Involve phase leader	<b>Yellow card.</b> The child will be sent to the Phase leader who will make a decision about the appropriate sanction and whether the child's parents should be communicated with concerning the behaviour issue.
<b>Stage 4</b> For all stage 4 incidents a behaviour form must be completed by adult involved and filed in school behaviour file (kept by DHT) with a copy kept in class behaviour file DHT/HT must be aware of Stage 4 incidents	Fighting Swearing at an adult (or use of more serious swearwords) Refusing to obey an adult's reasonable request Deliberately damaging school property Racist comments Repeated name calling/hurting/excluding other child(ren) - bullying Continuing Stage 3 after time out/removal from class	Remove to another class (with work) for rest of day. Parents informed by classteacher . Show damaged property to DHT/HT. Consider cost of replacement being charged to child/parent. Spend time talking with DHT/HT/SENCo/LM to consider how incident could have been avoided (especially fighting/bullying/ racist comments) Stay in at lunchtime(s)/ playtimes(s)	<b>Red card.</b> The child will be sent to the either the AHT or DHT to discuss their behaviour. The AHT or DHT will make a decision about the appropriate sanction and whether the child's parents should be communicated with concerning the behaviour issue.
<b>Stage 5</b> At this stage a behaviour plan with personalised targets/strategies and the involvement of parents may be required	Repeated Stage 4 incidents Single serious incident eg possession of offensive weapon, assault, action that compromises health and safety	DHT/HT involved. Meeting with parent/carer arranged by HT/DHT and involving classteacher. If appropriate Internal monitoring will be put into place (ie child in school with work provided by classteacher but is not with other children/has separate breaks etc – supervised by AHT/DHT	<b>Red card.</b> The child will be sent to the either the DHT or HT to discuss their behaviour. The DHT or HT will call the parents and arrange for them to come into the school to discuss the incident and look at ways to prevent a repeat of the incident from reoccurring in the future.

	Examples of behaviours	Examples of appropriate sanctions	Associated colour card
<b>Stage 5+</b> <b>At this stage a behaviour plan with personalised targets/strategies and the involvement of parents other professionals may be required</b>	Repeated Stage 5 incidents Single very serious incident eg possession of offensive weapon, assault, action that compromises health and safety	DHT/HT involved. Meeting with parent/carer arranged by HT/DHT and involving class teacher and any other appropriate member of staff. Outside agencies may be involved including Social Worker and Police depending on severity of the incident. If appropriate, Internal monitoring will be put into place (ie child in school with work provided by class teacher but is not with other children/has separate breaks etc – supervised by DHT/HT) A fixed term exclusion from school may also be a response to repeated incidents or to a single very serious incident. A permanent exclusion may be considered for very serious instances.	<b>Red card.</b> The child will be sent to the either the DHT or HT to discuss their behaviour. The DHT or HT will call the parents and arrange for them to come into the school to discuss the incident and look at ways to prevent a repeat of the incident from reoccurring in the future.

NB Time out in class can include the shared area if the shared area is supervised.

### **Stage 4/5/5+ incidents**

Stage 4/5/5+ incidents are the most serious incidents and the DHT/HT or AHT's will always be involved/informed (in their absence the next most senior members of SLT will be involved/informed)

### **Behaviour on school visits:**

At Edinburgh we believe that school visits are a very important part of the curriculum and create highly valuable experiences for the pupils. As a school we expect all of our pupils to maintain excellent behaviour when representing the school on these trips. Pupils are subject to the same stages of behaviour while on a school visit as they would be within school and the same principles apply as recorded above.

## **Range of Sanctions for Lunchtime provision**

On the playground we expect pupils to feel safe, play nicely and take responsibility for one another's needs. However there are times when things go wrong and on those occasions the MDAs and staff on duty employ the following strategies to help maintain positive behaviour on the playground.

### **A gentle word:**

All of our MDAs receive termly INSET on how to proactively provide support for all the pupils on the playground. They have been trained to spot situations that look like they are escalating into a problem and to intervene quickly by having a 'quiet word' with those involved to try and calm the situation down. Sometimes it may be important to ask a pupil to have some 'reflection' time away from the situation. In which case they will be asked to go and sit quietly in the quiet part of the playground so that they have time to calm down and to think about what they could do to positively affect the situation they find themselves in.

### **Yellow card:**

This is given as a reminder that the child is in need of calming down either physically, emotionally or both. The yellow card is linked by the child being given reflection time in the Quiet Zone area of the playground for a small period of time, followed by the MDA reminding the child of how they should play then allowing them to resume their playtime.

### **Red card:**

This is given for very serious incidences by the Senior MDA and the child will immediately be taken off of the playground to ensure their safety and wellbeing as well as the safety and wellbeing of others. The incident will then be referred to the DHT to discuss their behaviour who will decide on any further consequences in connection to it.

As part of the training they receive, all of the MDAs have been given a pocket sized grid with examples of what different types of behaviours constitute what kind of responses. This ensures that there is a fair and consistent approach to dealing with behaviour when it occurs on the playground.



## MDA guidance for lunchtime Sanctions

<b>Examples of times to offer a child a Reflection period</b>
Saying inappropriate things to another a pupil or adult.
Playing rough games.
Taking objects from others and not giving them back.
Being unkind
Taking playground equipment of off someone without permission.

<b>Examples of times when a Yellow Cards will be issued on the playground</b>
Hurting others by deliberately pushing, shoving and poking.
Being Rude and name calling.
Shouting at each other or a member of staff.
Throwing objects at others or out of frustrating.
Mistreating school property eg throwing equipment forcefully or taking equipment from someone else aggressively.
Entering the building without permission.

<b>Examples of times when a Red Cards will be issued on the playground</b>
Violent conduct eg punching, kicking, fighting.
Swearing at another person.
Shouting aggressively and postering violently towards another person.
Trying to strike another person with a piece of equipment with intent to harm.
Deliberately attempting to destroy school property eg smashing equipment til it breaks.
Entering the building without permission after being reminded not to.
Taking objects from others from the school or others with the intent to steal item.

## **Promoting positive playtimes:**

### **Star Lunches:**

To promote the positive aspect of behaviour on the lunchtime playground the MDA's give pupils raffle tickets for playing well together, cooperating with one another and generally 'being caught' behaving and acting in appropriate ways in line with the school's ethos. The raffle tickets are collected up every 2/3 weeks and put into a prize draw with 2 KS1 and 2 KS2 winners being drawn during an assembly. These winners are then invited to the Star Lunch with a member of the SLT.

### **Playground equipment and games:**

The school has invested in bring outside providers to come in and run workshops on how to use playground equipment safely and creatively in the playground. Special zones have been set aside for their use and an extensive range of equipment has been purchased to support pupils in their play at Lunchtimes.

### **Quiet Zone:**

A dedicated area has been set aside in the playground to encourage pupils to come and sit quietly, read, draw or chat with their friends. It is out of the way of the hurly burly of the main playground and affords pupils opportunities to relax and reflect. The area has MDA support so pupils can talk with and read to them.

### **MUGA:**

Edinburgh Primary has employed the services of Salaam Peace, to provides PE support to the school, at lunchtimes in order to organise and monitor the effective use of the MUGA area. This opportunity allows pupils to maximise their time and enjoyment in the MUGA at lunchtimes.

All of these initiatives are designed to ensure that pupils have a fantastic play based experience at lunch time and ensure that the behaviour is of a high standard at all times.

### **Swearing**

Staff must always challenge bad language and record the incident.  
Children will be expected to apologise to anyone they have offended.  
All incidences of swearing at an adult or the use of more serious swear words will be considered a Stage 4 incident. .

### **Fighting**

If children are fighting they will be told to "Stop fighting" by the most immediate adult.  
The adult should then calm the situation and ask the children to go with them to a place away from other children.  
The adult/s will then investigate the cause of the fight.  
On an occasion when children disregard the request to "Stop fighting" it may be necessary to restrain the children if health and safety is seriously compromised. In this case the procedures in the Restraint Policy would be followed. Any injuries will be dealt with and recorded.  
Parents will be informed if children have been fighting.  
Incidents of fighting will result in missed playtimes and "time out" of the playground.  
Serious and deliberate fighting is likely to result in internal inclusion/exclusion.

Any children encouraging others to fight either verbally or as bystanders must be included in the investigation and sanctioned appropriately. "Play fighting" must be stopped and children spoken to.

### **Use of reasonable force**

In accordance with the DfE advisory document: '**Use of reasonable force July 2013**', All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Many of the staff have carried out the 'Team Teach' restraint training and understand the most appropriate methods of restraint to safely use in any given situations.

### **Vandalism**

If a child deliberately damages, hides or destroys someone else's work or property, (including school property), the seriousness of this should be explained and the incident recorded. If the damage is significant the Headteacher will ask the parent/carer to cover the costs. Damaged work or books should have a note written on them to explain the circumstances and who caused the damage. Parents will generally be asked to pay for damaged books and equipment.

### **Physical Assault: Pupil assaulting a member of staff.**

All incidents considered as assault need to be dealt with immediately. The Headteacher or Deputy HT would need to be involved as quickly as possible. An accurate record of the incident needs to be written up asap as incidents of assault are likely to lead to an exclusion.

If a member of staff is alleged to have assaulted a child the London Safeguarding children board **allegation against a professional** procedures will be followed as outlined in the Dfe publication: '**Dealing with allegations of abuse against teachers and staff October 2012**'

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/289327/Dealing\\_with\\_allegations\\_of\\_abuse\\_against\\_teachers\\_and\\_other\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf)

Should a serious incident arise then the school will always follow the guidelines as set out in the safe guarding policies relating to allegations against staff and volunteers as outlined by Waltham Forest.

### **Malicious accusations against school staff:**

Where reported incidents have been proven malicious against a member of staff the Headteacher or Deputy Headteacher will talk to the parents of the pupil concerned and work together to discuss and deal with the issue of lying and look at ways of preventing such an incident from reoccurring in the future.

### **Theft**

Incidents of theft should be dealt with sensitively at the discretion of the class teacher in liaison with the Headteacher/Deputy Headteacher.

Often there are emotional problems associated with stealing.

Parents would be involved in following up incidents. Incidents should be recorded so that the child's behaviour can be monitored.

### **Bullying**

The school takes the issue of bullying very seriously and will seek to actively prevent all types of bullying including verbal, physical and cyber from occurring. In this regard the school has a dedicated policy on anti-bullying measures and how it is monitored.

## **Monitoring**

Class Behaviour incidents will be reviewed alongside the school behaviour records by the DHT half termly. Pupils will be asked to fill out a reflection sheet concerning the incident they have been involved in. Where there are repeated patterns of incidents a behaviour plan led by the SENCo and Inclusion lead or Learning Mentor may need to be planned to give a child additional support. Parents/carers will be made aware and involved in any behaviour planning.

Half- termly monitoring reports of classroom and lunchtime incidents will be produced and shared with staff, pupils, governors and, on some occasions, parents.

The school records all behaviour incidents electronically, allowing all concerned parties access to these records instantly which in turn better enables Edinburgh Primary to monitor and manage behaviour more effectively.

The school will comply with the LA monitoring requirements.

## **Systems for information sharing and reinforcing the school's Behaviour Policy.**

At the beginning of the school year, Rights and Responsibilities will be the focus of whole school assemblies.

Regular information sharing will take place in assemblies.

Annual Anti-Bullying Week.

E safety assembly

Classroom monitoring reports will be given half termly

Lunchtime monitoring reports will be given half- termly.

Circle Times to be used for children to reflect and discuss conflict resolution relating to behaviour.

- School Council
- Staff meetings
- Governors Meetings

Letters to parents will be available to address various behaviours.

Telephone calls to parents will be made for pupils on a 5 or 5+ incident form.

Rights and Responsibilities to be displayed in all classrooms and around school and referred to regularly.

Staff training.

Induction for new members of staff.

Review date **Autumn term 2017**

**Jane Harris..... Headteacher signature**

Behaviour Policy reviewed 29.11.17

Tom Goodall.....Chair of Governors signature

Date.....