
King Edward Primary School

Behaviour Policy

Rationale

At King Edward Primary School we want children to grow and learn in a calm and caring atmosphere where they have the security of knowing that they are respected and valued as individuals. By a consistent approach to behaviour, throughout the school, children are made aware of what is expected of them, both in their work and in their attitudes to each other. This, in turn, allows effective teaching and learning to take place.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To provide carefully planned activities that are interesting and stimulating.
- For all members of the school community to follow the same standards of behaviour so that adults are setting a good example to the children.
- To encourage consistency of approach to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To take pride in the school and feel that their contributions are valued.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's personal, social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals by making their own good choices.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of each and every individual child.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation, disaffection and low self-esteem which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise will be used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher and child to avoid resentment.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms and individual lessons should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty, loss of learning time and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom and school should provide a welcoming environment.

Each phase has adopted a specific behaviour system aimed at promoting and rewarding children who are displaying positive behaviours and have worked well;

Foundation Stage: Rocket behaviour system

Year 1 / 2: Superheroes behaviour system

Year 3/ 4: Weather behaviour system

Year 5/6: Footballers and Pop stars behaviour system

Rules and Procedures

Rules and procedures should be kept to a necessary minimum and designed to make clear to the children how they can achieve positive and acceptable standards of behaviour.

Classroom rules and procedures will be developed with the children at the beginning of the school year and should:

- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole;
- be signed by all in the class and be prominently displayed.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be as high as for work.

Within classes teachers have their own method of rewarding good behaviour through the use of stickers, stamps, team points, merit points, table of the week, notes home to parents/carers etc. Class teachers will regularly review methods used and adapt according to the needs in the class. The following rewards are presented weekly during assembly:-

- Certificates awarded for collection of merit points (Bronze, Silver, Gold etc). Children go to the Head Teacher's office to have their achievement recorded, receive a treat and positive acknowledgment from the head teacher;
- Pupil of the Week stickers; Two Pupils' of the Week per class are acknowledged each week in Friday's achievement assembly.
- Britishness Citizen of the Week which follows a rolling programme of themes based on our British Values.
- Star Reader Certificates;
- Maths Wizard of the Week;
- When children receive six certificates or Pupil of the Week Awards in a year a book is awarded in assembly which the child has chosen;
- Each term a pupil of the term is acknowledge and a prize awarded;
- Children are acknowledged in Assembly for high attendance in a term or the year, and a certificate and prize are awarded.
- We also celebrate children's out of school successes in clubs, aspects of home life etc; these are then shared on our 'Wall of Fame'.

Additionally at certain points of the year individual awards are presented, e.g. following attendance at a sports event, during Reading Weeks etc.

Prizes awarded are regularly reviewed by senior staff.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the safety and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:-

- It should be the behaviour rather than the person that is sanctioned.

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- The sanction should not be out of proportion to the offence.

Sanctions and strategies range from

- expressions of disapproval;
- withdrawal of privileges and / or slots of breaks/ lunchtime;
- notes to parents / a meeting may be arranged. As part of this, we work in partnership to decide on the best way forward;
- referral to the Phase Leader, then Key Stage Leader, then Behaviour Lead, then Deputy Head then the Head teacher;
- Use of daily report cards and sheets to monitor behaviour;
- Monthly meetings with senior staff to discuss children where behaviour is a concern, with the aim of early intervention and quick referrals;
- Referral to Behaviour Lead / Family Support Worker;
- ‘Team around the Child’ meetings and completion of a CAF (where appropriate), facilitating referral to CAMHS and Outreach services led by the Behaviour Lead / Family Support Worker (FSW);
- Development of Behaviour Support Plans and Pastoral Support Plans in consultation with parents and the Behaviour Lead;
- Ultimately and in the last resort, use of internal and external exclusion (following the LA guidelines);
- To encourage children to solve problems through non-violent means, loss of break times follows automatically if there is any fighting.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice outside agencies will be sought where appropriate, including Outreach support from Bentley PLC / Long Toft Resource Centre.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Behaviour Lead and Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Where there are on-going Behaviour Issues the following Six Stage Behaviour Process will be initiated :

Stages	Consequences
Stage 1	Children to be put on a monitoring sheet to earn Golden Time. Class Teacher to meet with Parents.
Stage 2	Child to be removed from class and spend one session in another class. Letter to be sent home.
Stage 3	Child to be removed from class and spend ½ a day in another room. Meeting with Parents.
Stage 4	Child to be removed from class and spend one day in another class. Child unable to participate in after school clubs Child unable to represent school in sport / music Child unable to go on School Trips Child unable to attend Breakfast Club Letter to be sent to parents to attend a meeting and a Behaviour Contract to be put into place.
Stage 5	Child to be placed in another class or 'in school isolation' for one week. Work set by the teacher but completed in isolation from class. Child unable to go outside at playtimes or lunchtimes. Child unable to participate in after school clubs. Child unable to represent school in sport / music. Child unable to go on School Trips Child unable to go to Breakfast Club Lunch eaten with member of Staff Letter to be sent to Parents warning that continued misbehaviour will lead to a Fixed-Term Exclusion.
Stage 6	Fixed Term Exclusion Meeting to Complete Pastoral Support Plan and Team Around the Child Meeting to be called. (see LA policy) On return: Child unable to go outside at playtimes or lunchtimes. Child unable to participate in after school clubs. Child unable to represent school in sport / music. Child unable to go on School Trips Child unable to attend Breakfast Club Lunch eaten with member of Staff

At Stage 4 and above the Stage at which they are recorded will be reduced by one level following two weeks without incident.

Records of Behaviour

Class teachers will record any serious or on-going behaviour incidents on the C-POMs online monitoring system. This is automatically forwarded to the Behaviour Lead, Deputy Head, Family Support Worker and Head Teacher, Phase Leaders will also be informed. These incidents are chronologically stored on the C-POMs system.

These records will be analysed regularly by the behaviour lead and senior staff in order to monitor the types of behavioural incidents; decide whether any specific teaching / reminders or further action need to be taken and that the school's behaviour policy is effective. Information from this will be fed into the termly evaluation of Behaviour and Safety by the SLT.

Policy Approved by the CAST Committee on 22nd September 2016

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