



Edgewood Primary School

Building skills and values for life

Behaviour Policy

Aim: To ensure that our school is a place of learning that is safe, secure and a happy place to be for all.

Principles and Expectations

At Edgewood Primary School, we recognise the role of school in providing a safe and ordered learning environment for all pupils, and in education pupils about appropriate behaviours and social expectations. We therefore set out clear expectations for all pupils which set high standards, and clear steps and consequences where pupils fall short of those expectations.

We aim to foster positive behaviours which are in line with our school vision document, providing an environment in which pupils can demonstrate the skills and values we aim to embed. These values are linked to the British Values set out by central government, but aim to offer a broader range of principles.

Pupils who demonstrate these skills and values, or who show particular effort or improvement are awarded with house points, which count towards the house cup award. Pupils who collect at least 50 house points are rewarded with a stage award, with further awards being given for each additional 50 house points achieved. In addition, each week an achiever is chosen from each class who has demonstrated one of the school's values.

While these are our aims, we recognise that for some children, basic principles of social behaviour must be taught and encouraged to enable good progress. To achieve this, in collaboration with the School Council we have clearly set out the behaviours which are expected of all members of our school community at all times.



The Edgewood Way

Everyone in our school should try to follow our Edgewood rules. Children who do not follow our rules will be given a warning. If they continue, then they will receive a consequence.

- Listen to others**
- Follow instructions**
- Be kind to others**
- Look after property**
- Try your best**

A poster sharing these expectations is displayed in every classroom, and in other areas around the school. Where pupils fall short of these expectations, the posters are used to make clear to pupils of any age why a sanction is needed. In the first case, for most incidents of low-level misbehaviour, a verbal or other appropriate non-verbal warning will be given by an adult to remind a pupil of the expectations of our school. In many cases this will be sufficient to effect a change. However, where a pupil continues not to meet the expectations, the formal stages of the behaviour policy should be followed. **All adults** in our school have a shared responsibility for managing the behaviour of all pupils in the school, and as such have equal responsibility for issuing rewards and sanctions in line with this policy.

Rewards

When working with children in lessons, adults can reward positive behaviours and choices through the use of house points. House points are awarded to an individual, but are also counted towards the total for that child's house. There are three houses in school to which all children are allocated: Hawking (blue), Nightingale (yellow) and Shakespeare (green). Siblings are allocated to the same house.

House points are awarded for positive behaviours and attitudes, including:

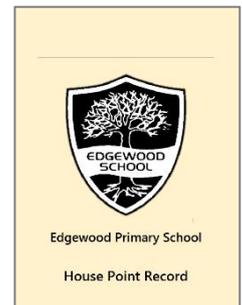
- Politeness and manners
- Public courtesy (e.g. holding open doors)
- Completion of homework task
- Demonstrating school values
- Effort in work
- Improvement in achievements
- Additional reading/work at home
- Helpfulness to adults around school
- Achieving targets
- Active participation in lessons

In most cases, only single house points should be awarded. In exceptional cases it may be appropriate to award 2 house points at a time. Where children are outside of their classroom, teachers can award house points by giving leaf tokens to children; these are taken back to the classroom to 'exchange' for a house point.

Individual Record

Every child is provided with a house point record card in their colour of their house. When awarded a house point, a child can stick a coloured dot onto their house point record card in the boxes marked. When the 50-house point mark has been reached, a child becomes eligible for a stage reward. These are awarded in assembly to pupils who have reached the required numbers of house points as follows:

- Stage 1** (50 house points): headteachers' award sticker
- Stage 2** (100 house points): a selected novelty toy
- Stage 3** (150 house points): an Edgewood pen (KS2) or pencil (FS/KS1)
- Stage 4** (200 house points): an Edgewood water bottle
- Stage 5** (250 house points): enamel 'Stage 5' badge, and a gift voucher (in July)



Teachers should aim to be consistent in the allocation of house points both within their own classroom and across teams in the school. As a guide, it is expected that 10-20% of children in each class should reach Stage 5 each year. This means that some pupils will be awarded an average of more than one house point per day.

House team record

On being awarded a house point, children also add an appropriate-coloured counter to their house jar in their classroom. These jars are emptied and counted each week by the House Captains (selected from among Year 6 pupils) and an on-going tally is kept of points achieved. A weekly total of house points from the previous week will be announced in Monday assemblies. In addition, house points may be awarded directly to house teams following inter-house competitions and events. These will be carried forward to the end of each half-term, when a running total will be shared. At the end of each full term, the house cup will be awarded to the house attaining the greatest number of house points over the term.

Leaf tokens in classrooms will also be gathered and returned to the relevant adults by house captains each week.

Sanctions

All pupils are expected to follow the expectations set out in the green 'Edgewood Way' posters displayed in every classroom. Where pupils' behaviour falls short of these expectations, adults have a responsibility both to educate the individual child, and to make clear the expectations for all children.

In the first instance, an informal verbal or appropriate non-verbal warning will be given to a child, referring to The Edgewood Way if necessary. Where this fails to effect a change of behaviour, the formal stages of the policy should occur as follows:

Formal warning: A formal warning is issued with the staff member clearly explaining what they would like the child to change. In KS1 and EYFS, the child should also move their place card down to the warning stage of the Ready to Learn display in the classroom. In KS2 the member of staff should make a private note of who has received a warning.

If it is evident the child has reflected on their poor behaviour and made a series of good choices the class teacher can remove the formal warning and ask the child to move their place card back to the ready to learn band. The child should have a formal warning as a minimum for one lesson but it may last longer. It should never extend to the next school day.

Consequence: Where a warning does not achieve the desired change, a formal consequence is issued and the child should move their place card to the consequence section on the Ready to Learn board in KS1/EYFS. In KS2 the staff member should make a private note. The staff member should clearly explain why they have been given the consequence and how they would like them to change their behaviour. The consequence should be served on the same day wherever possible.

As we appreciate that all children learn differently, the staff member can choose a suitable consequence for the child:

- Missing the next break time and completing missed work
- Missing the next break time and explaining to another member of staff why.
- Missing 10 minutes of a favourite lesson if on the same day, for example computing, PE or free choice.
- Sitting on a reflective seat (FS/KS1)
- Completing a reflective behaviour sheet or writing a sincere letter of apology (KS2)
- During break and lunch time sitting on the wall silently and having 'time out'.

Consequences will be recorded formally by the class teacher on Scholar Pack to monitor any repeated incidents, or on-going low-level disruption. Where a pattern of regular consequences occurs, the teacher should consider reviewing the child's behaviour through the online Boxall profile. Once Boxall results have been sought they can be matched up against the Edgewood Behaviour Support Grid. The grid outlines ideas and interventions that can be used to foster positive behaviour for particular behaviour traits. To support the child improve their behaviour staff should consider implementing the ideas or speaking to HLTA/TA for advice on the intervention list.



Once the consequence has been completed and it is evident the child has reflected on their poor behaviour and made a series of good choices the class teacher can acknowledge the positive changes and ask the child to move their place card back to ready to learn on the board in KS1 / EYFS.

Red Card: Where a child persistently refuses to comply with expectations a red card should be issued. In this case parents/carers should be spoken to on the same day either by a telephone call or in person at the end of the day. A formal red card letter is written and sent home. All red cards must be recorded on Scholar Pack on the day of issue, by the person who issued it. Pupils who have been issued with a red card should miss ½ a day (KS1) or 1 day (KS2) of break times, including the lunch play break. They should return to their normal class for lessons, but should work independently from peers wherever possible.

Where a second red card is issued in the same term, or a third red card in the same academic year, parents/carers should be invited into school to discuss the behaviour with the child's class teacher and any other involved adult. By this time the child should have had support to change behaviour from the Boxall Profile results, however these should be reviewed and amended if necessary. In these cases, it may be appropriate for a child to spend learning time away from his/her peers.

In some cases, it may be appropriate to issue a consequence or a red card without a prior stage. These cases are set out on posters displayed in classrooms. Where this is necessary, the same consequences are enacted as set out above.

Whenever a red card is issued by someone other than the class teacher, the relevant class teacher should be notified as soon as possible.

Use of force

At school it may be required to use reasonable force to intervene with a child's behaviour.

This summary is taken from the DfE's guidance, Use of Reasonable Force (2013), the full version of which is available on their website.

Reasonable force is defined as using no more force than needed and usually takes the form of controlling or retraining a child. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force. Staff who may need to use reasonable force on a predicted and regular basis will receive additional training (MAPPA) to enable this in the most effective and least harmful way but this does not mean they are the only staff who can handle children – ALL staff have that power.



When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

We will make appropriate adjustments for children based on their individual needs.

Schools cannot use force as a punishment.

Whenever force is used with a child it must be recorded on Scholarpack in full detail (Date, time, staff involved, reason for use and a description of what happened). This will be recorded on the notes section of the front page for each child. The member of staff who led the intervention will then call the parents to explain the incident fully and log that call on the Comms Log in Scholarpack. The headteacher will also be informed verbally or by email as soon as possible.

Concerns and complaints

If anyone has cause to be concerned about any aspect of our behaviour policy, including the use of force then they can follow our Concerns Procedure and then Complaints Policy as the best way to swiftly resolve these concerns.

Exclusions

Our school follows the latest DfE guidance on exclusions and reports them to Nottinghamshire County Council in line with their guidance.

For more information see the DfE guidance;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf



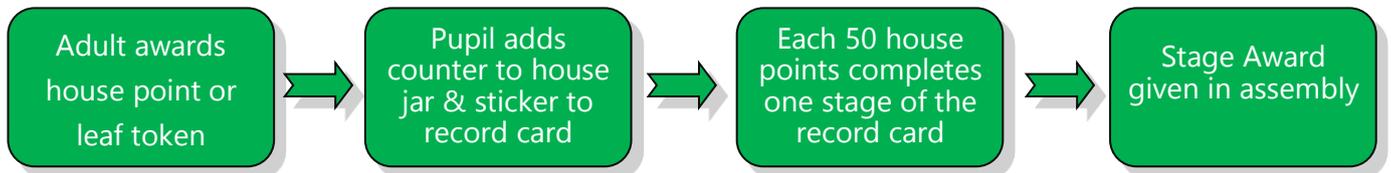
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Behaviour Policy in brief

Rewards

When children demonstrate positive behaviours or outcomes:



Examples of behaviours which would merit awarding a house point or leaf token:

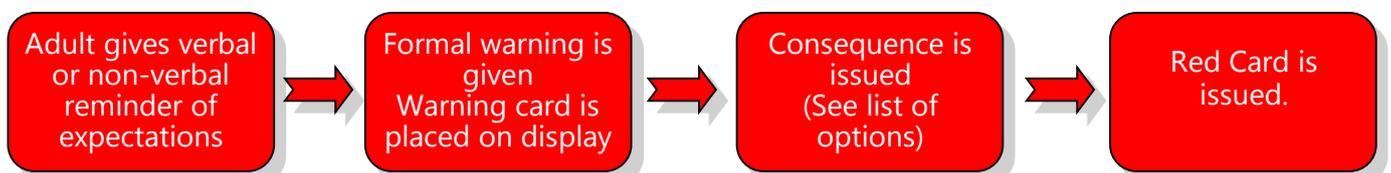
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Achievers' Assembly

Each Friday, the whole school assembly celebrates the 'Achievers' for the week. Each class teacher should select one child from their class to be the 'achiever' and record this in the Achievers' book. Achievers should be selected for demonstrating one of the school's skills and values: ambition, determination, inquiry, morality, reflection, resilience, respect for self & others, numeracy, literacy, technology & problem-solving.

Sanctions

Where children fail to meet the expectations set out in the classroom posters, the following steps should be taken. If any stage does not succeed in ensuring that the child's behaviour is corrected, then move to the next stage:



In exceptional cases, it may be appropriate for a red card to be issued without the prior warnings/consequences being given. These include: swearing at someone; physically hurting someone; deliberately hurting someone's feelings; lying; rudeness to adults.