



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 educating 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.

We use 4 words to provide clarity and consistency to the children from all staff. These are **Respectful, Ambitious, Proud** and **Safe**. We ask that all staff use these words in their communication with pupils and all pupils are aware of and reminded of these words in relation to all aspects of their behaviour to ensure that the basic principles of social behaviour are taught and encouraged to enable good progress.

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 20 house points are rewarded with a stage award, with further awards being given as more house points are achieved. In addition, each week an achiever is chosen from each class who has demonstrated one of these words in an exceptional way.



- **Warnings and consequences** should not be on the wall. If you need to keep a note on your desk then please do with a post-it note or laminate a small piece of paper and keep it on your desk. Remember, where possible, warnings and consequences should be given 1-1 and not in front of the rest of the class.

A poster with the RAPS values 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

A 'positive praise first' approach should be used by all staff across school when dealing with pupils' behaviour. Building high quality relationships with pupils relies on you being positive but firm with children and maintaining consistent boundaries over time and between different members of the school's team.

It is vital that all staff play their part in maintaining this consistency or pupils may think that our inconsistencies allow them to be inconsistent with their behaviour.

When working with children in lessons, adults can also 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 courtesies (e.g. going out of their way to hold open doors, welcoming a visitor to our school or their class, etc.)
- Completion of homework task as agreed across the team.
- 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

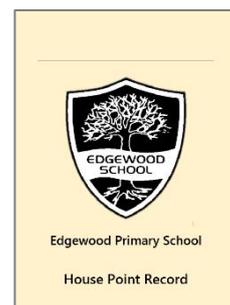
In examples where children have been rewarded for showing great examples of being **Respectful, Ambitious, Proud** or **Safe** in their behaviour and dealings with others, staff should make sure they reference the appropriate word when giving them their house point so that all children build the link between their behaviour and these key words.

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 telling the child and asking them to put it on their chart back in class. For the youngest children, especially at the start of the year, it would be good to follow this up by speaking to the class teacher so they are aware and can support the child to put their house point on correctly.

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 20 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:

	House points for this stage	Cumulative total	Reward
Stage 1	20 house points	20 house points	Headteachers' award sticker
Stage 2	40 house points	60 house points	A selected novelty toy
Stage 3	60 house points	120 house points	An Edgewood pen (KS2) or pencil (FS/KS1)
Stage 4	80 house points	200 house points	An Edgewood water bottle (not available to purchase)
Stage 5	100 house points	300 house points	An enamel 'Stage 5' badge, and a gift voucher (gift voucher awarded in July)



Children will receive their rewards in the assembly on each Friday morning. They should take their house point card down to assembly and the house captains administer the rewards.

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 1 or 2 house points 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 Friday 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.

Proud/Positive board.

All classes should have a laminated board (A4 /A3) in a prominent place that says something like 'Ask me why I'm proud' or 'Ask me why my name is on this board'. When a child has done something that impresses you then you can just write their name on the board. When any adult goes into the classroom they should ask the child what they have done to get their name on the board and the child gets to share their success with others. It replaces the 'Gold' section we previously had and creates a desire for the children to get their names on the board and be acknowledged for that extra effort.

If someone visits your classroom and misses the board then please point it out to them so they can praise the child concerned.

Achievers' Assembly.

Each Monday, 1 child per class is chosen to be the achiever for that class. Additionally one child is chosen per class to be the lunchtime achiever. The children are chosen and recorded on Scholarpack by the end of school on Thursday so a text can go out to parents inviting them in for the Achievers' assembly the following Monday. The class is told who the achiever will be on Friday.

The lunchtime achievers are also told on Friday and are given their certificate on Friday and their lunchtime reward.

On Monday both lunchtime and class achievers should go to Scarlet Room as soon as they are registered to be given medals before the assembly starts. They will be brought down to assembly by the house captains. Class achievers are given their certificates in the assembly.

Sanctions

Where pupils' behaviour falls short of our 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 RAPS if appropriate.

Wherever possible staff should always operate following the acronyms 'PIP' and 'RIP' - Praise In Public and Reprimand In Private. There will be exceptions to this but they should be used very sparingly and always followed up with a private conversation with the child.

One red 'Edgewood Way' poster should be in every classroom, however it should be no bigger than A5 and it should not be in a prominent place. The idea is that if you need to take a child to it and discuss their actions then it is available, but the majority of children don't need the reminders.

Where an informal discussion or warning fails to effect a lasting 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 KS2 the member of staff should make a private note of who has received a warning. In EYFS, the child may be asked to move their place card on the 'flowers' display in the classroom

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 this should be privately communicated to the child. The child should have a formal warning as a minimum for one lesson but it may often last longer (Half or full day). It should never extend to the next school day.

However if a member of staff finds the same child showing the same behaviour later in the day then they should usually consider skipping this stage and going straight to issuing a consequence as the child has demonstrated that they have not made a lasting change to their behaviour.

Consequence: Where a warning does not achieve the desired change, a formal consequence is issued. The staff member should make a private note or immediately add the consequence on Scholarpack (this could be used as part of the discussion with the child about what you are entering and why the behaviour isn't what we want to see). 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. If there is a learning display the child should resume normal use of that board.

A child should not be issued with two consequences in the same day. If a child is showing behaviour (even different behaviours) twice in a day that would warrant consequences then the second should be given a Red Card for persistent poor behaviour.

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.

For subsequent red cards, children should serve the red card in a different class. The person issuing the red card (if not the class teacher) should liaise with the class teacher in sorting out which classroom the child should go to and getting work for them to take with them.

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.

The school issues an average of around 100-120 red cards a year meaning most children do not get one. The vast majority of children who receive a red card in a year will only receive one.

Bullying

In our school, almost all instances of bullying are dealt with by the measures and process outlined under this behaviour policy. We try to ensure that we find out as quickly as possible if bullying is happening, promote and praise children reporting bullying happening to them or their peers, deal with it swiftly once we are aware and follow it up to try and ensure it hasn't started again. For this reason we find persistent bullying is a rare event in our school which makes any instances of it all the more serious for us.

Please see the anti-bullying policy for further information.



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 restraining 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



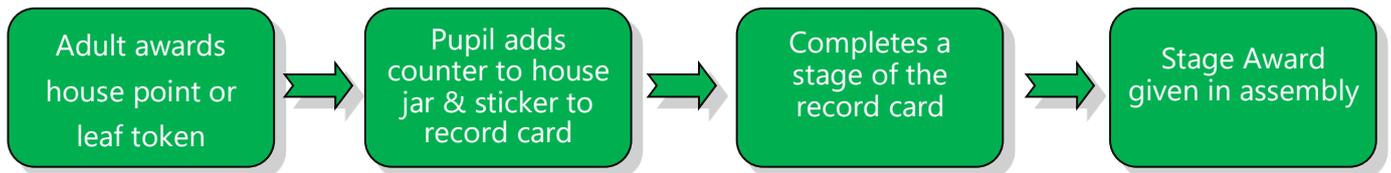
Edgewood Primary School

Building skills and values for life

Behaviour Policy in brief

Rewards

When children demonstrate positive behaviours or outcomes:



Examples of behaviours which would merit awarding a house point:

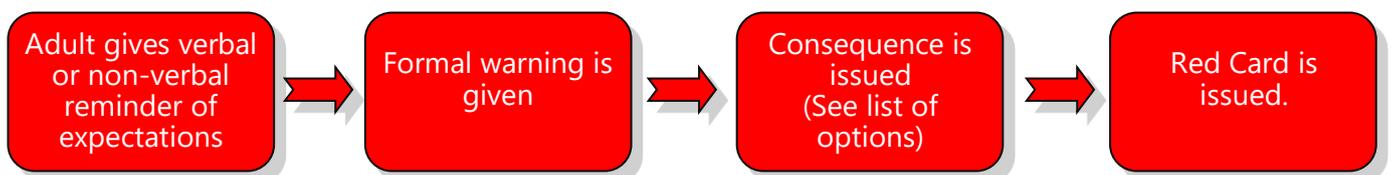
- Politeness and manners
- Public courtesy (e.g. holding open doors)
- Completion of homework task
- Demonstrating school values
- Effort in work
- Improvement in achievements
- Additional reading/work at home
- Helpfulness to adults around school
- Achieving targets
- Active participation in lessons

Achievers' Assembly

Each Monday, 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 on Scholarpack. Achievers should be selected for demonstrating one of the RAPS.

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.