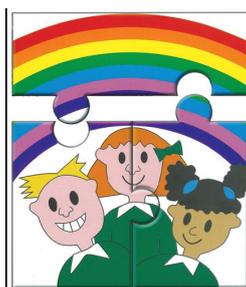


Emersons Green Primary School



Behaviour Policy

Draft to Governors:	August 2020	Draft to staff:	August 2020
Ratified: by Full Governing Body	September 2020	Next Review:	September 2021

Equality Statement

At Emersons Green Primary School we are committed to ensuring equality and opportunity to all members of our school community. In regard to safeguarding, the school always aims to ensure that no one is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this Policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics
- Consider equality implications before and at the time that this policy is developed and reviewed and keep these implications under review on a regular basis

It is unlawful to discriminate in the following areas, termed protective characteristics. (all Safeguarding policies, procedures, systems and actions must take this into account):

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual orientation

1. RATIONALE

Discipline is a system of rules for good behaviour. Good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based on the need for physical safety, feelings of security and considering the needs and feelings of others - 'treat others as you would like to be treated yourself'.

This can best be achieved in the framework of a relaxed, pleasant atmosphere in which children are able to give of their best in all school life, and be encouraged and stimulated to fulfil their potential.

Addendum: this policy has been adapted in the light of changes to school provision as a result of the Covid 19 pandemic. Systems have been adapted to take into account safety protocols from the whole school Covid 19 Risk Assessment.

PURPOSES

To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect among all, and where there is proper concern for the environment.

To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

To take positive steps to counter inappropriate behaviour, including bullying, by teaching more acceptable behaviour, and providing a secure environment for all the children.

To recognise and reward the positive achievements of the children in order to promote a positive self-image and enhance self-esteem.

To recognise that behaviour is based on making the wrong choice and that every incident of inappropriate behaviour should be considered a learning experience

AIMS AND ETHOS

The aims and values of the school have been agreed by staff, governors, parents and pupils and are reviewed annually. These underpin all our policies.

The 9 School Values are:

Honesty, Confidence, Respect, Citizenship, Trust, Independence, Creativity, Enthusiasm, Success.

All members of the school community are expected to model and communicate these values through their behaviour. Demonstration of these values in children is directly linked to reward systems in school.

At Emersons Green Primary school we operate under a 'no-blame' approach to discipline and behaviour, not making judgements about behaviour incidents or individual pupils, but instead consistently following the behaviour policy. We have a zero tolerance to bullying. We recognise that everyone makes the wrong choices at some time in their lives and believe that any effective behaviour system must be based on teaching children to learn from their mistakes and therefore become better citizens over time.

CURRICULUM

All children will have access to a quality curriculum, which matches the needs of pupils of different abilities and cultural backgrounds. It is anticipated that this will promote good behaviour, make expectations clear to all and provide learning opportunities to allow children to make improvements in their behaviour.

Positive pupil self esteem will be promoted through high teacher expectations of children's work and behaviour.

The active involvement of children in their own learning and the wider life of school will be encouraged.

The curriculum will explicitly teach children behaviour expectations through the use of e.g. role models, stories, discussion

SCHOOL ENVIRONMENT

- All children will be able to work in a learning environment which is attractive and conducive to learning. Displays will be of a high standard so that children are motivated to value their surroundings. Displays will include work from all children at some time during the year. Displays will reflect the school values and promote behaviour expectations.
- The school is designed in such a way that the children have access to work areas and the outside environment, as well as to assist children in managing their behaviour positively. The children are encouraged to use the entire school environment with care and respect.
- Children are also encouraged to be involved in purposeful and creative play at playtimes and dinner times.

PUPIL SUPPORT AND PASTORAL CARE

- Pastoral advice is an important part of the disciplinary framework and it involves all staff. A prompt word of praise or the immediate checking of misbehaviour are important first steps, and all staff will take a corporate responsibility. All staff will have the support of senior staff if necessary.
- Some of our children may occasionally demonstrate challenging behaviour. The staff will endeavour to keep in touch with advances in behaviour management programmes, and conditions which impact on pupil behaviour through in-service training and staff meetings. We also utilise additional interventions, such as social skills groups, mentoring or counselling.
- Children identified as vulnerable in regard to managing their behaviour will be discussed regularly at staff meetings in order to provide consistent and appropriate support.
- There is an agreed system of sanctions and rewards, which will be consistently applied by all staff. These will be set out in guidelines for parents and children to share.
- Social, emotional, physical and health education is integrated into the curriculum planning. There will also be many planned opportunities to explore this through other activities, such as special event days or assemblies.

- Bullying is not tolerated and a separate Anti-bullying Policy is in place. We will always investigate any concerns about Bullying and make sure that anyone who feels they have been bullied has necessary support in place.
- The SENCO and other special needs staff can provide further specialist advice and support in the management of pupil behaviour. Some pupils may require an additional Individual Behaviour Plan (IBP) to support in managing and improving their behaviour.

SUPPORT FROM EXTERNAL AGENCIES

There are a range of agencies available to support behaviour in schools that can be routinely consulted, consulted through a referral process or contracted directly.

- Other agencies, which provide support, include: -

School Nurse
 Educational Psychologist
 School Improvement Adviser
 Inclusion Support Service
 Behaviour Support Service
 Education Welfare Officer
 Community Police Officer
 Social Services
 Medical Services, e.g. GP's.
 CAMHS (Child Mental Health Team)
 Therapists (Speech and Language, Physiotherapists, Occupational Therapist)

The level of availability does depend on circumstances.

Due to Covid 19, direct access to external agencies may be limited. The school will use other methods to draw on this support, for example through online consultation.

PHYSICAL INTERVENTION

Physical restraint should only ever be used as a last resort. It may be required in order to prevent a child or adult from harm. All incidents of restraint will require an investigation by the DSL and they will be recorded in a bound and numbered book. At least one member of SLT has Team Teach training. Any child whose behaviour is likely to involve physical intervention will have an individual behaviour plan and/or de-escalation plan.

During the period of the Covid pandemic, staff must avoid any physical intervention without appropriate Personal Protective Equipment, unless absolutely necessary. The preferred protocol is to ask other children or adults to move away from the child exhibiting the behaviour and/or to move, furniture or resources that may be causing risk. A Senior Leader should be contacted immediately, who can then make a risk assessment of the situation and take action, using PPE if necessary.

See the Severe Behaviour Policy for more detail.

LIAISON AND PARTNERSHIP WITH PARENTS

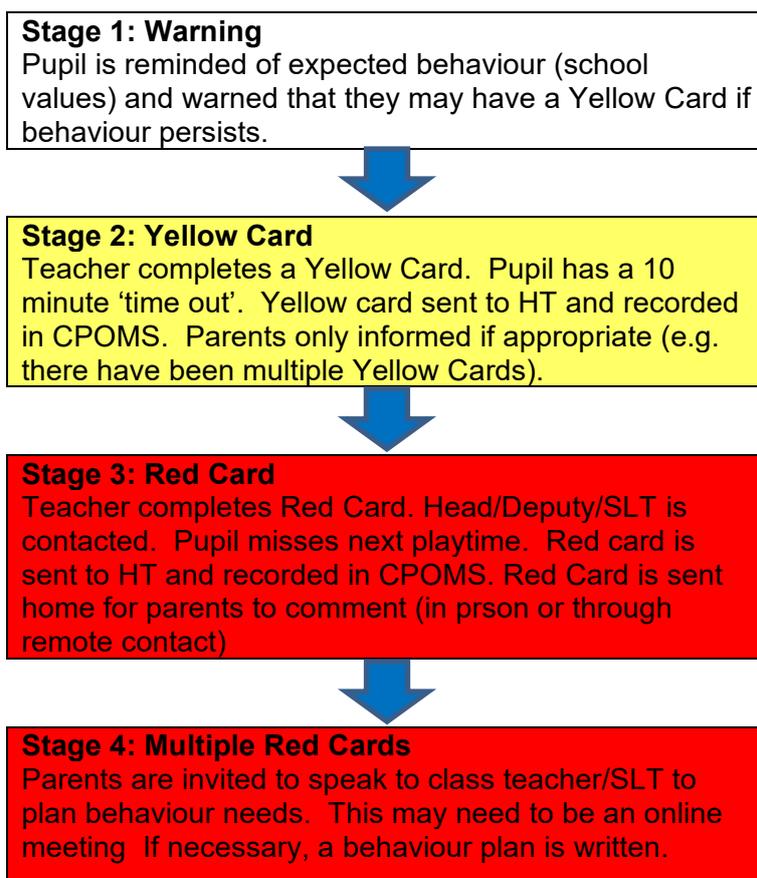
- A positive partnership with parents is essential in ensuring good behaviour.
- Parents are asked to sign an agreement that they will support the school's good behaviour policy at the beginning of the child's time in school.
- Feedback on behaviour will form a part of teacher reporting to parents at Learning Meetings and through the annual report, as well as immediate updates, including for good behaviour.
- Parents of children whose behaviour is considered to be a concern will be contacted directly, in particular if they have received a number of red cards or yellow cards in a short period of time. This will vary depending on the form of behaviour and the time scale.
- There is a Severe Behaviour Policy, and parents will be notified if severe behaviour procedures are implemented.
- There are a number of guidelines for parents and children to share, these are: -
 - Anti-Bullying Policy, including guidance notes for Parents and a Child-friendly version
 - Severe Behaviour Policy
 - Home School Agreement

CONCLUSION

- The complementary roles of school, parents, governors, and the local community are acknowledged.
- This policy has been written in accordance with the DFE/OFSTED/LA Policies and Guidelines.
- The policy will be reviewed at least every three years.
- Copies of the guidelines will be made available on the web-site to all parents.

See appendix below, for clarification of behaviour sanction and reward system

APPENDIX A: Sanction system:



- Yellow Cards may only be given by the class teacher or HLTA covering the class. Red Cards may only be given by the child's own class teacher or Senior Leader if the class teacher is not available. These are recorded in CPOMS online system.
- Red cards must always be moderated by two teachers before being given to a child. This should include one Senior Leader. These are recorded in CPOMS.
- Two yellow cards in one day lead to a Red card. If the teacher giving out a Yellow Card will not be teaching the child later that day, they must inform the next teacher that the pupil has a Yellow Card.
- Persistent poor behaviour will result in pupils working down the behaviour ladder.
- Straight Yellow Cards may be given for: rough play/behaviour that accidentally results in injury, pupils who are found in the school at break times without good reason or as decided by Senior Leaders.
- Straight Red Cards may be given for deliberate assault, defiance to a member of staff, swearing, racism, homophobia, deliberate vandalism, dangerous behaviour (e.g. running off, trying to leave school site, dangerously climbing furniture, risking transmission of illness such as Covid) and persistent dishonesty. As soon as it is considered a Red Card may be appropriate, the incident or behaviour must be investigated by a teacher/Senior Leader to ensure that Red cards are fairly, consistently and appropriately given. Pupils should be given the chance to be honest, remorseful, apologetic and to make restitution for what they have done. Parents/Carers must be informed of any Red Card.
- Report card – multiple Red Cards may lead to a Report Card. This process is outlined in our Severe Behaviour Policy

- Exclusion – this is considered a last resort, covered in the Severe Behaviour Policy

APPENDIX B: Reward system

Pupils will be rewarded for their learning and learning behaviour, given **Green Cards for Reading, Writing, Maths, Great Learner, Great Citizen or Inspiration (Home Learning)**. Under normal circumstances, these will be given out weekly in Friday Celebration Assembly. **During the period of the Covid pandemic, class teachers will hand out Green Cards and the Headteacher will be informed.**

There are **9 School Values** which define expected behaviour. Pupils will be given verbal praise for appropriate choices and good behaviour, linked to the school values. Each pupil will have a sticker chart displaying the school values and they will put the sticker on the appropriate value when they demonstrate it. The stickers contribute towards two rewards:

- At the end of term we will have a good-behaviour raffle. For each five stickers, pupils will get a raffle ticket to contribute to the raffle. The winners of the raffle will get a token.
- Every five stickers will give the pupil the chance to choose a reward from a class list of rewards.

The 9 School Values are:

- Citizenship
- Respect
- Trust
- Honesty
- Confidence
- Independence
- Creativity
- Enthusiasm
- Success

Each class may also have its own reward systems as agreed by adults and children at the beginning at the year, specific to activities or expectations within that classroom.

House Points

House points are awarded for termly sporting events that contribute to winning of the annual House Cup. During the period of the Covid, these activities may be limited for reasons of safety.

School Newsletter

When possible, good behaviour is celebrated in the school newsletter, particularly for Great Citizens who have shown a wider impact within the community or have created a legacy that can be shared.

Google Classroom and Remote Learning

If classes or individuals are required to self-isolate, then we will be using Google Classroom to stay in daily contact with pupils and to provide feedback on their learning. This will include rewarding children for their remote behaviour and learning.

