


# Emersons Green Primary School



## Behaviour Policy

Ratified: by Full Governing Body	Date: July 2023
Signed – Chair of Governors: 	Next Review: July 2024

## **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

**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.

**Aims:**

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 4 school values are:

**Kindness, Empathy, Respect & Bravery**

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 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.

**At Emersons Green we believe that positive behaviour should be the outcomes of positive, consistent and defined relationships between staff and pupils.**

**Principles:**

- We, as the adults, always model calm, controlled and caring behaviour.
- Our attention as adults is focused first on those children who are behaving well.
- We define as a school what we will all consistently do: recognition, expectations, and routines.
- We make our expectations explicit through clear routines.
- We have 3 simple rules which are referred to in every discussion about conduct.

Our three rules are that everyone will be:

**Ready  
Respectful  
Safe**

All conversations with children about conduct will refer back to these 3 rules.

**Modelling positive behaviours as adults:**

As adults we will all:

- Show the children that we have regard for them as individuals and we will welcome them at our classroom doors every morning with a smile and personal greeting.
- Teach children what good conduct looks like by setting clear routines and expectations.
- Recognise good conduct publicly and correct inappropriate conduct privately.
- Respond consistently with the same recognition, language and sanctions.
- Remain calm and assertive when managing inappropriate behaviours.

**Recognising positive behaviour:**

- A simple 'thank you' and/or House Point: All staff should look to thank children for positive conduct whenever possible as this highlights to all children the positive conduct which we are looking for.
- Recognition/Green cards: When a child's conduct has been exceptional – a role-model for all – a card with a message home celebrates this effort.
- Phone call, postcard or direct conversation: A powerful form of recognition used to share success with parents.
- Mighty Award: Nominating a child who consistently goes 'above and beyond' to model our values, rules and expectations for each class per week.

**Routines:**

So that every child knows exactly the expectation for common activities, staff will:

- Teach the children a 2 or 3 step routine for all common activities e.g. lining up, getting ready to learn, walking to the hall etc.
- Insist that this routine is followed by every child, every time, defining the high standard so that it becomes a habit.

**Managing inappropriate conduct:**

- All staff should consistently follow the same steps when managing inappropriate conduct.
- Adults will be calm yet assertive when managing inappropriate conduct, considering body language and the words used carefully.
- Children with specific needs (which impact on their conduct) may require separate, personalised steps which have been agreed with the SENCO.

Conversations correcting inappropriate conduct should be done as privately as possible.

**Cycle of sanctions during learning time:**

- Reminders (as many or few as are appropriate):
  - Praise another child following the rule first.
  - Link conduct back to school rules.
  - Reminds child of when they demonstrated successful conduct.
- Warning and a minute (only one given):
  - Praise another child following the rule first.
  - Assertive expectation 'I expect you to now.'
  - Presuppose success 'Thank you for now doing this'.
- Last Chance & end of lesson discussion reparation (only one given):
  - Specify the conduct which needs to change.
  - Refer back to school rule.
  - Remind the child of when they were successful.
  - Tell the child that you will see them at the end of the lesson to discuss.
  - Discuss with child what happened and how it could be avoided in future for 2 minutes at the end of the session.
- Time out (length flexible 5-15 minutes):
  - Inform the child that they have chosen to keep breaking a school rule and that this has a consequence.
  - Child sent to a partner class (with work) for the remainder of the session.

- Restorative conversation with class teacher at the next break discussing what could be done to avoid the situation reoccurring, what supportive strategies are needed.
- Imposition (for when work has been missed). As appropriate:
  - Send copy of work to be completed home with the child together with a note explaining that this needs completing as learning time was missed as a result of poor conduct choices.
  - Do not send exercise or text books home but plain paper and copies.
- What to do if a child refuses or their behaviour places themselves or others at potential risk: If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.
  - Remind the child that their choices are disrupting others and that they must now follow instructions.
  - Walk away and allow 30 seconds 'take up time'.
  - Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
  - Call for SLT - do this immediately if the child is placing themselves or others at immediate risk
- Repair conversation with class teacher:
  - Takes place at an appropriate time when the child is calm.
  - Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
  - Focuses on reflection and restoring relationships (not blame or further punishment)

### **Cycle of sanctions during break/ lunch times:**

- Listen to the problem: When you haven't seen the alleged incident (which accounts for most incidents at break/ lunchtimes):
  - Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
  - Make sure that your body language and voice is neutral.
  - Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
  - Most children just want to be heard, so please invest time in listening.
  - For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
- Reminder: When a child or group has made a poor (although not deliberate) choice:
  - Link back to the school rules.
  - Remind the child of when you saw them playing well.
  - Delivered privately away from the group.
- Caution/ final warning: When a child or group has repeated a poor choice:
  - Remind the child of the rule broken.
  - Explain the 'time out' consequence if the conduct continues.
  - Tell the child to think carefully about their next choices.
- Time out (after reminders/ cautions, unless someone has been deliberately hurt):
  - Tell the child that they now need some time to think about their choices.

- Ask them to sit on a bench for 2-5 minutes.
- Talk to them about what happened to lead up to this.
- **Repair**
  - Before letting the child leave the bench, have a quick conversation about how they will make successful choices.
  - End the conversation positively.

### **Recording Final Warnings & Time Outs:**

These will be recorded on CPOMS - discreetly - and will not be visible to other children.

### **Severe Behaviour:**

If a child engages in any of the following severe behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may choose to immediately send for the SLT.

- Hate speech.
- Verbal abuse or swearing at an adult
- Bullying (as defined in Anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.
- Violence towards adults.

Staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear.

### **Persistent poor conduct:**

If a child is repeatedly receiving cautions, warnings and time outs, then this pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.

For younger children (EYFS & KS1) this may involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.

For older (KS2) children, this may involve being placed on a 'daily monitoring report card':

- This will be completed for every session showing good choices and poor choices.
- At the end of each day the child will bring this to the Head of School to discuss how the day has been. This will look to celebrate the positives as well as discussing poor choices.
- At the end of the week this will be sent home to the parent.

### **Persistently dangerous or disruptive conduct:**

Where there is ongoing poor conduct which does not improve or where there has been severe behaviours displayed, then the school will apply the Severe Behaviours Policy, alongside this policy.