

EDWALTON
PRIMARY SCHOOL

KS2
Behaviour
Policy

& Home / School Agreement

May 2017

APPROACH TO BEHAVIOUR AT EDWALTON PRIMARY SCHOOL

STATEMENT

AIM

In our school we aim to promote a safe and caring environment in which people feel happy and secure, learn to show respect for others, and are valued as individuals.

We believe that we should encourage children to develop all the academic, social and moral skills that will enable them to play a full part in the school society. A positive attitude to work, good working habits, co-operation, self-discipline and effective use of leisure time are essential skills for later life. Children are more likely to co-operate with ways of living together if they have been involved in decision-making processes within the school.

BEHAVIOUR

Children should realise that people may have differing viewpoints, and should accord them the freedom to express these, providing they do not cause offence to any other individual.

Children should learn to respect their own property, and that of other people, including the fabric of the school.

We approach the fostering of good behaviour as a three-way partnership between the child, his/her parents or carers, and school.

The Head Teacher sets the overall tone for behaviour in the school and children do not like being sent to him if they are in trouble. This is an important part of the school's behaviour policy and Mr. Owens maintains this stance rigorously. Incidents of misbehaviour are always investigated thoroughly to minimise the chance of a child being accused wrongly. We believe that no child or adult should come to school to be abused by another.

A more detailed Behaviour Policy can be found on the school website.
In line with this the following Code has been agreed.

In general.....

- children respect adults
- adults respect children
- care for each other and be friendly
- care for others in need
- be helpful
- be polite and remember our manners
- welcome new people
- respect people's differences
- be sensible
- respect other people's property and look after your own
- share knowledge and skills
- have time for one another
- work hard and try to do your best
- let others get on with their work
- listen if someone is talking to you
- walk inside the buildings and on the paths
- get permission if you want to stay inside
- use the toilet areas properly
- keep each other safe
- if someone, or something, is bothering you, tell an adult straight away
- keep your own table, tray and classroom tidy and keep the school tidy.

Especially outside.....

- We will play in areas where we can be seen by adults on duty
- keep away from the car parking areas
- play in such a way that others are not hurt or frightened by our games
- there will be no fighting or pretend fighting of any kind
- play well and be friendly, not bothering those who do not want to play with us
- share equipment and put it away after we have used it
- do our homework well (including regular reading) and on time
- out on visits we will remember that we are representing the school and through our behaviour we should show that we are a courteous, polite and caring community
- We will never leave the school grounds without permission and only if accompanied by an appropriate adult

REWARDS

We feel that a high priority should be given at all times to the recognition and praise of high standards. The main ways in which this happens are as follows:

- praise and thanks from adults especially in class, assemblies (sometimes Friday's Good Work Assembly) and communications to home
- praise and thanks from peers
- valuing good work, good attitudes, good behaviour and other achievements, both in and out of school
- sent to head teacher or another member of staff for praise
- dojos, commendations and Dojo messages to parents, as judged appropriate by the class teacher

As staff and governors we feel that more time and effort should be spent on praising and rewarding positive behaviour, than on negative behaviour. We feel that generally those children who have a need to gain attention soon learn that positive behaviour gains more recognition than the opposite. We aim to make the school a place where excellent standards are expected at all times.

SANCTIONS

The majority of inappropriate behaviour is committed and then regretted soon afterwards (occasionally a while after, as the behaviour takes some time to come to light) and so we try to teach children, who are perhaps about to misbehave, to ask themselves the question: 'IS IT (i.e. what I am about to do) WORTH IT? (i.e. the potential consequences.)

To this end therefore, there must be consequences for misbehaviour.

Misbehaviour is taken very seriously by all staff and the following are the main sanctions employed to both deal with it and minimise it. These not only give children cause for thought when asking 'Is it worth it?', but also make sure children see school as a safe place, as they know misbehaviours of any description will be dealt with appropriately and proportionally.

In the classroom.....

- non-verbal disapproval;
- verbal disapproval; traffic lights; happy/sad faces;
- removal to another part of the room;
- removal from other children;
- missed break times or lunchtimes depending on the severity;
- removal to another classroom (with work);
- sent to head teacher or a member of the Senior Leadership Team;
- parent(s)/carer(s) contacted at an early stage;
- staff to keep a class log of low level or challenging behaviours

Moving about the school....

- sent to repeat action correctly (e.g. walking, not running);
- miss break or lunchtime play if persistent or dangerous;
- report to teacher, member of the Senior Leadership Team or head teacher as appropriate

Outside.....

- verbal warning;
- isolated in playground - don't move – stand with adult or sit on low wall
move down the Traffic Light system
- miss following breaktime(s); lunchtime play;
- report to the teacher on duty / class teacher;
- report to head teacher;
- report to parent(s);
- monitor outside behaviour.

Dinner times.....

- as above
- If misbehaviour persists, or is deemed extreme enough on a one-off basis (e.g. verbal abuse towards a midday supervisor), a child may be given a fixed term exclusion (i.e. a certain number of days) from dinner times. This means that parents must make arrangements for their child to be escorted from the school premises at 12:15pm and returned at 1.15pm. In very rare circumstances behaviour may be so poor and persistent that a child is permanently excluded from dinner times in school.

Parental contact

Parents are contacted if their child's misbehaviour is felt to be serious enough or if a child has been seriously upset by being in trouble. Teachers and the head teacher, in particular, are always available to discuss a child's behaviour and welcome parental interest and involvement.

If a child damages school property as a result of inappropriate behaviour, the Governors reserve the right to seek reparation.

PERSISTENT AND SERIOUS MISBEHAVIOUR

Serious breaches of discipline are reported and recorded on an Incident Form. This provides a record of action taken and also a reference point if poor behaviour continues and further action has to be taken.

If a child misbehaves regularly and fails to respond to initial action, parents, teacher and head teacher will monitor the child's behaviour and provide regular encouragement for the child to behave well. Areas of risk may be identified, so that the child may be kept away from these situations, so hopefully avoiding the behaviour ever happening, thus allowing time for more positive modification. Prevention is always better than cure.

A child may be provided with a Personalised Learning/Behaviour Plan to help improve her/his behaviour. This would be discussed with parents and all staff made aware of it. In some circumstances a child may be provided with an Individual Behaviour Record Book into which the class teacher (or others as appropriate) records both negative and positive behaviour on a daily basis.

BULLYING

We acknowledge that on occasions bullying may go on at Edwalton. This is totally unacceptable and is taken very seriously. CHILD, FRIENDS OR PARENTS ARE ENCOURAGED TO REPORT ANY INCIDENT, FEAR OR FEELINGS TO THE CLASS TEACHER OR HEAD TEACHER IMMEDIATELY. Often what is felt to be bullying is not (e.g. friends falling out and one being spiteful or abusive), but if left unreported it can become bullying and certainly have the same emotional consequences for the child. To help us in this we have adopted what we feel is a straightforward and unambiguous definition of what constitutes bullying:
'If you know you are hurting someone (physically or emotionally) and you continue to do it, then you are a bully.' (N.B. This does not mean initial bad behaviour will not be dealt with, but it will not be referred to as bullying.)

If incidents are reported early, even more serious consequences can be prevented. Often the most serious consequences come because the child was too frightened to tell, so he/she needs our help. The most common phrases heard by the head teacher, from parents, when dealing with serious bullying related situations are, 'We thought it would go away.....I told him/her to stand up for themselves.....I didn't want to bother you.....It's been going on for a while now.'

POSSIBLE SIGNS OF BULLYING TO LOOK OUT FOR

A child may indicate by signs or behaviour that he or she is being bullied.

Children may:

- Seem generally not themselves
- Appear upset or withdrawn
- Become distressed
- Stop eating
- Cry themselves to sleep
- Start to wet the bed
- Have nightmares and call out 'leave me alone'
- Have unexplained bruises, scratches, cuts
- Attempt suicide
- Be frightened of walking to school
- Be unwilling to go to school
- Feign illness
- Be more clingy than normal
- Want to change their route to school
- For no apparent reason start saying they don't like school
- Begin doing badly/underachieving in their work
- Not want to take part in activities they normally like
- Have their possessions go 'missing'
- Ask for money or begin stealing (i.e. to pay the bully off)
- Continually 'lose' their pocket money
- Refuse to say what is wrong
- Give improbable excuses to explain any of the above

N.B. These signs are not always symptoms of bullying (there may be other causes), but: IF IN ANY DOUBT (OR MERELY ANXIOUS ABOUT A POSSIBILITY) ALWAYS TELL THE HEAD TEACHER - HE WILL SORT IT OUT. THE SOONER WE KNOW THE SOONER IT ENDS.

The school teaches all the children a quick and effective way of understanding:S.T.O.P

What constitutes bullying

**S – several
T – times
O – on
P – purpose**

How to defeat bullying

**S - start
T - telling
O - other
P - people**

EXCLUSION

If the Head Teacher (or his deputy in his absence) deems a form of misbehaviour to be extremely serious, he has the right to exclude a child temporarily ('fixed term') or permanently from the school. This is done in accordance with official government procedures, laid down in the Notts County Council's 'Children's Behaviour in School' document, which includes the requirements of the 1993 Education Act and DfES directives.

PHYSICAL RESTRAINT

The school maintains the right to physically restrain a pupil, in accordance with official guidance and the school's handling policy, if the child is deemed to be at risk of harming themselves or others around them.

OUTSIDE AGENCY SUPPORT

In consultation with the SENCo or another member of staff the following people may be contacted to support children with social, emotional and behavioural difficulties:

- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Targeted support
- PSED team (Primary Social Emotional Development Team) or RBP (Rushcliffe Schools Behaviour Partnership)
- Educational Psychologist

PARENTAL RESPONSIBILITY

Schools have a massive responsibility towards encouraging children to behave and grow up in an appropriate and acceptable way, both caring for themselves and others and we at Edwalton Primary School acknowledge this and take our responsibility very seriously. However, this is small in comparison to the responsibility and influence of a child's parent(s). Therefore the school hopes that as a parent you will:

- support teachers if your child behaves badly and take seriously any communication regarding this
- inform the school of any home circumstances that may effect your child's behaviour
- know that staff at the school are available to talk in confidence with you if you are experiencing behavioural difficulties with your child at home and would like someone to talk with; and **IF IN DOUBT TELL SOMEONE IMMEDIATELY.**

In conclusion:

Please support the school's Behaviour Policy and help us not only to maintain Edwalton Primary School as the very well behaved school it is, but to improve it even further, so that our children can get the most from their education and get the very best out of life.

EDWALTON PRIMARY SCHOOL



Home / School Agreement School's Undertakings

Learning

- To encourage each child to teach him/her to value education, give him/her the confidence to succeed and celebrate his/her achievements in all areas (academic, creative, physical, social and spiritual) to learn from their mistakes and cope with failure and to achieve their full potential.

Behaviour

- To ensure that all children are able to work in an atmosphere characterised by respect and courtesy for all and by all members of the school community.
- To ascertain the facts before dealing with a situation.
- To record every absence and check with parents if no communication is received.
- To record any late arrivals and let parents know of any unexplained lateness.

Home & School

- To listen to and work with parents, carers and children, take any concerns they have seriously and keep them informed.
- To hold 2 parent's evenings during the academic year to report on each child's progress.
- To issue a written report at the end of the year.
- To provide homework as is necessary, according to the school's 'Homework Policy'.

Equal Opportunities

- To recognise actively that each child is an individual, listen to what he/she and his/her parents and carers have to say, to strive to know the child well and to celebrate his/her talents and achievements.

Expectations

- To make clear who deals with what concerns or complaints and to provide the opportunity to discuss them in private.
- To listen and act upon any concerns/complaints.
- To respect the views of parents/carers and accept that compromises may have to be reached.

Signed (Teacher)

Date

Updated: May 17

Parent / Carer's Undertaking

Learning

- To set aside some time each day to talk and listen to my child and encourage him/her in all aspects of learning and praise him/her for making an effort.

Behaviour

- To encourage my child to treat all member of the community with respect and courtesy.
- To support my own child, but be aware of the perspective of other children.
- To encourage my child to attend school every day and inform school of any reason for absence.
- To ensure my child is at school on time appropriately dressed with all he/she needs e.g. PE kit, reading book, swimming kit etc. All clothing & equipment to be marked with my child's name.

Home & School

- To take all written and verbal comments about my child's progress and conduct seriously, to talk to staff about any concerns I have, both at home and at school, to work with school to resolve any problems and not to approach other children about school or behaviour problems and not to approach other children about school or behaviour problems and to try to attend parent's meetings regularly.
To resolve to:
- To help with homework that they will begin to get through KS1.
- To ensure that any homework is completed by the set deadline

Equal Opportunities

- To do all I can to help the school understand my child so he/she can be best helped to fulfil his/her potential.
- To encourage my child to respect everyone in the school community.

Expectations

- To discuss with school any concerns or complaints I may have, expect them to be seriously listened to and acted upon if necessary.
- To respect the views of staff and accept that compromises may have to be reached.
- To appreciate school staff's time available and their workload.

WOULD PARENTS/CARERS PLEASE DISCUSS THIS WITH THEIR OWN CHILDREN

Signed (Parent/Carer)

Updated: May 17

Child's Undertakings

Learning

- To talk to teachers about how I am learning.
- To be organised and properly equipped to do my work.
- To try my best in all I do.
- To try to improve my work.

Behaviour

- To be polite and kind and to work quietly so other children can get on with their own work in peace.
- To come to school every day unless I am really ill.
- To be dressed appropriately for all school activities.
- To get to school on time, go straight in when the bell goes and settle down quietly in the classroom.

Home & School

- To talk to my parents about my work and tell them how I've been getting on at school.
- To take pride in my work.
- To do the tasks at home set by my teacher.
- To take any letters and message home.
- To read at least twice a week.

Equal Opportunities

- To remember that I am important, what I say and think is important.
- To respect other people's beliefs, views and needs regardless of their creed, nationality, sex and status.

Expectations

- To tell an adult if there is any trouble and not to start or get involved in any name-calling, an argument or a fight, not even as a bystander.
- To treat others as I would like them to treat me.

Signed (Child)

Updated: May 17