



EARLHAM

Primary School

Behaviour Policy

Behaviour Policy

Children feel safe in school

There is a consistent approach to behaviour management across the school

Introduction

“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Good behaviour is a necessary condition for effective teaching to take place.” (DfE 2014)

We believe that poor behaviour in school affects learning negatively and can affect the well-being of all; therefore, this policy statement applies to the whole Earlham community. It establishes the principles that underpin good behaviour and provides guidelines as to how good standards of behaviour will be maintained.

Society needs good behaviour as an important outcome of the educational process. We believe that School plays a fundamental role in modelling and developing people so that they can make a positive contribution to society.

At Earlham we know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour.

At Earlham we will work towards standards of behaviour based on the basic values diversity, respect, learning, challenge, happiness and kindness. It follows that acceptable standards of behaviour reflect these values.

We, the students, staff, parents and governors of Earlham believe that good teaching and good behaviour enables all of us to achieve our full potential. We achieve this by developing a positive partnership between home and school and by making our expectations clear to everyone at Earlham Primary School.

Aims

This policy aims to:

- Define acceptable and unacceptable standards of behaviour
- Enable the School to provide a positive, supportive and safe environment for students and staff
- Ensure that the School's expectations and strategies are widely known and understood
- Encourage pride and respect for the school and uphold its good name at all times
- Promote care, respect and consideration for others
- Promote consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Encourage the involvement of all stakeholders in the implementation of this policy
- Clarify the roles and responsibilities of students, staff and parents
- Our policy will pay due regard to the equality act 2010 – including aspects of safeguarding and SEND. Whilst we will aim to fully understand each individual student's needs, we will maintain a general and universal standard of acceptable and unacceptable behaviour.

At Earlham Primary School we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school.

This policy uses the '10 key aspects of school practice' as identified in the DfE guidance '***Behaviour and discipline in schools' January 2016***', which states: *It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the head teacher will reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviours.*

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities.

1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to consistently implement. Children will be given the tools to be successful in managing their own behaviour and be clear about the consequence. Equally it is our aim to reward children who consistently show good behaviour and be a role model to others.

School Rules: Continued on next page

School Rules

Printed and visible in the classroom

Follow the school values: Teamwork,
Respect, Joy, Caring, Resilience

Look after our school and equipment

Keep your hands and your feet to
yourself

Walk around the school sensibly and
quietly

Listen and work hard at all times

Follow the instructions of the adult
who is in charge of you

Be silent when the 'Zero Noise' signal
is given

2. STRONG SCHOOL LEADERSHIP

Earlham Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school through school council and regular questionnaires and therefore have an impact on improving behaviour. The head teacher and members of SLT will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The head teacher and SLT will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. The School has a Positive Learning Behaviour Department (The Marshmallow Chrysalis Centre) which is staffed specifically to promote positive behaviour and deal effectively with negative behaviour through reflection, sanctions and re-focus through restorative justice strategies.

Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

3. CLASSROOM AND AROUND THE SCHOOL MANAGEMENT

3.1 Classroom Rules

Classroom management is key to promoting good behaviour. Classroom rules are **established by the teacher** with the children at the beginning of each academic year. At Earlham we expect all classrooms to adhere to non-negotiables for the classroom environment:

Classroom environment non-negotiables

Classroom must be safe and tidy.

For example:

- Children's coats and bags on pegs
- Designated box for letters clear
- Children can move around room safely

Labelled pegs and trays

Children must have access to water:

- Children have own water bottles
- Fill up using water from tap in classroom.

Weekly timetable displayed on Noticeboard

Staff Handbook displayed on Noticeboard
<p>Groupings of children displayed on Noticeboard in seating format</p> <ul style="list-style-type: none"> • Reading groups • Writing groups • Carpet spaces (if applicable) • Topic groups (if applicable) • Numeracy groups • Class list <p>Groupings must be flexible; use AfL to arrange groups.</p> <p>Give groups names.</p> <p>Children must know which group they are in.</p>
Planning to be saved to server and be accessible at all times
Behaviour code displayed e.g. Staying on green, classroom rules, rewards and sanctions
Today's learning visual timetable displayed on board
Working Walls for reading, writing, maths, science, topic
Resources tidy and clearly labelled.
Everyday resources in the middle of the table in table tidies – pencils labelled, pens, rulers, whiteboards and pens.
All books to be clearly labelled in boxes.
Target Tracker Curriculum Poster on display
Target Tracker Target Sheets in front of books, updated half-termly-reading, writing, maths and science
Punctuation pyramid, ambitious words, connectives and openers displayed by the main teaching area.
Star pupil of the week displayed and changed weekly.
Inviting and engaging reading area.
Number lines, 100 square etc on display (differentiated for class band)

Interactive whiteboard in use and accessible to children. <ul style="list-style-type: none"> • No furniture obstructing the whiteboard
Learning statements displayed. <ul style="list-style-type: none"> • Learning statements as “I can”
Key vocabulary (at appropriate level) displayed
EYFS and Yr1 – role play area <ul style="list-style-type: none"> • Role play area reflects current topic • Children to have allocated time in role play area
Outdoor environment supports the learning – EYFS and Yr1 <ul style="list-style-type: none"> • See transition non-negotiables

3.2 Assembly Rules

Children are expected to enter and leave the hall quietly. They are expected to listen and reflect in silence and put up their hand at the appropriate time if they want to ask or answer a question. ‘Zero Noise’ signal is expected to be used and followed consistently.

3.3 Corridor Rules

Children are expected to walk around the school quietly and when in line, using alphabetical/registration order. Pupils are expected to respect school property and respect staff and other pupils as they move around the school.

3.4 Playtime Rules

During playtimes children are expected to play safely and respect other children as they play. They should take turns and share sensibly. They should make sure they drink water and go to the toilet before the whistle blows. Water bottles should be left in the classrooms. Children should observe the lunchtime rota and use the appropriate areas on the given days.

In KS2 when you hear the whistle, you must walk sensibly and line up in alphabetical / registration order and adhere to the corridor rules on your way to class.

In KS1 when you hear the whistle, stop and standstill, on the second whistle walk quietly to your line and put equipment in the box.

3.5 Canteen Rules (Breakfast Club/Lunchtime)

Enter the canteen quietly and line up in a straight, orderly line. Say ‘please’ and ‘thank you’ to the Staff when collecting your breakfast or lunch. Stay in your own seat until you have been given permission to get up. Speak quietly to the people near you on your table

4. REWARDS AND SANCTIONS

4.1 Rewards are used to support class and team working as well as providing ideal means of rewarding notable good behaviour. Within the established positive learning environment at Earlham, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Sending children to another teacher or SLT to share their work/good behaviour
- Displaying pupils' work and achievements
- Golden Marshmallow awards – A Staff member may put a GM in a circle mark on a pupil's work to reflect that this is 'best effort' work worthy of this award. Certificates in the hall are awarded in bands of 5 collected by pupils. Pupils with the most GM's per class will be recognised at end of year ceremonies.
- Character cards – Any staff member can give a character card to a child for character strengths displayed – these will be handed out in assembly and placed on the Earlham 'Character Wall of Fame' recognised at end of year
- Traffic light system
The school uses a traffic light system to reward good behaviour. Children who remain on green for the whole week will receive 1 point towards a star badge and the teacher will choose two star pupils at the end of the week to receive 2 points also towards a star badge. The banding and points for the badges are as follows:

Star badge colour	Points needed
Gold	38+
Silver	37
Bronze	32
Red	25
Yellow	19
Green	13
Blue	6

The badges will be presented at the Good Work Assembly each Friday.

- Head teacher certificate
Each class teacher will choose two children each week for the head teachers certificate to be presented at Good Work Assembly on a Friday afternoon. The class teacher will write the name of each child in a good work book located in the staff room and the office will prepare the certificates.

4.2 Sanctions are used when a pupil's behaviour falls below an acceptable standard with a range of sanctions enforced. Through working closely and openly with pupils and their families, it is our aim at Earlham, to resolve behavioural issues at the

earliest possible stage. Behavioural concerns are logged by class teachers; The Behaviour Mentor Department and monitored regularly by the Head Teacher and members of the SLT.

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour

When children behave inappropriately, staff intervene and refer to the school rules to check the misbehaviour and ensure the child understands why their behaviour is unacceptable.

The behaviour stages are as follows:

Stage	Behaviours	Consequence
1	<ul style="list-style-type: none"> ○ sitting inappropriately ○ calling out ○ not following instructions ○ wasting time ○ not lining up appropriately ○ not following the 'No Noise' signal 	Verbal warning
2	<ul style="list-style-type: none"> ○ repetition of the above behaviours ○ rudeness ○ repeatedly speaking in line ○ arriving late to class/line ○ leaving the classroom without permission 	Moved from green to yellow on traffic light system- can no longer receive an individual point towards a star badge that week
3	<ul style="list-style-type: none"> ○ repetition of the above behaviours ○ rudeness to adults 	<p>Moved from yellow to red and loss of golden time on Friday afternoon</p> <p>25 minutes of golden time, deducted as follows: KS1 and 2 – 5 minutes off golden time</p> <p>They will also leave the</p>

		classroom with a reflection sheet and spend time in the parallel class for 10 minutes or with the behaviour mentors
4	<p>The following behaviours will result in immediate removal from class to work with the Behaviour Mentors:</p> <ul style="list-style-type: none"> ○ bullying ○ swearing ○ racism ○ physical violence ○ vandalism 	<p>Recorded and Reported to head teacher/deputy head teacher by the Behaviour Mentors</p> <p>Sanction/Action will be decided according to the behaviour displayed and according to appropriate individual and safeguarding needs.</p>

4.3 Serious Misbehaviour

If urgent assistance is required and the behaviour mentors are engaged, a red card for the class will be taken to the office to alert the behaviour mentor. During lunchtime, the SMSA sends a child with a red card to the Behaviour Mentors (Thursday to SLT).

The child who is behaving inappropriately will be removed to a safe and quiet space then given the opportunity to calm down before discussing what happened. If a child refuses to leave the classroom, it may be necessary to remove the rest of the class. Parents will be contacted on the same day to see the head teacher/deputy head teacher/senior member of staff. The teacher/ other adult who observed the incident is responsible for recording what happened on an 'Incident Report' sheet.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with the LA guidelines on the restraint of children.

Only the head teacher or the Deputy HT if the HT is unavailable will decide if a fixed-term exclusion is appropriate.

4.4 Continual Behaviour Issues

The SENCo and SLT will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible strategies
Placing the child on the	Acknowledge there is an	Review with class teacher

SEN register.	issue	and SENCo to ascertain next step following observations and monitoring over a fixed and appropriate period of time
Creating an individual behaviour programme (IBP)	Focus on strategies which may provide a change in the child's behaviour.	Time out (either in class or out) this must be a safe space agreed with the child when developing their IBP which can include earning 'points' towards a negotiated reward. Behaviour mentor support
Referral to behaviour support	This could also include other outside agencies or offering families support from outside agencies	Provide additional strategies and support to school and family beyond our expertise
Implementing a more focused monitoring process.	Records must be kept to gather a picture of the behaviour, including when things are going right.	Lunch/playtime book, log of aggressive incidents

4.5 Fixed-term and Permanent Exclusions

Only the head teacher or the DHT acting for the HT if they are unavailable, has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

When the governors' appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the panel decides that a child should be reinstated, the head teacher must comply with this ruling.

4.6 Bullying and Racism

The school does not tolerate bullying of any kind or racism. If we discover that an act of bullying or racism has taken place, we act immediately to stop any further occurrences. All bullying and racist incidents are recorded and reported to the LA.

5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR

5.1. Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE curriculum and assemblies' children have the opportunity to discuss issues and voice concerns. Assemblies are linked to the school's value system.

5.2 Pupils are encouraged to take an interest in, and contribute to, the smooth running of the school. They are helped to understand their responsibilities towards each other.

During School Council meetings, children and staff raise matters of concern and make suggestions for developments.

5.3 The School uses a Consistent approach to gathering for 'zero-noise' through a raised hand (which children follow) or clapped in rhythm and children follow.

5.4 PSHE and Philosophy are components of the school curriculum which promote positive behaviour through respect, reflection and consideration.

6. STAFF DEVELOPMENT AND SUPPORT

6.1. Development

- Part of the process of annually reviewing this policy involves all staff having an opportunity to revisit practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Head teacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child organised by our SENCo.

6.2. Support

- It is the Governors, Head teacher and Deputy Head teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing. Staff are expected to be proactive and reflect on patterns of behaviour such as triggers and plan well for all pupils within their class including those with behavioural needs.
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the **DfE 'Dealing with Allegations of Abuse against Teachers**

and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

7. PUPIL SUPPORT SYSTEMS

7.1. At Earlham we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

7.2. In all cases any Child Protection concerns or safeguarding concerns, no matter how small, should be reported to the CP officer/Headteacher (The CP officer will ensure that it gets to the Headteacher's attention) In any cases emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a group with the support of our behaviour mentors. We may also take the decision to refer to an outside agency for additional emotional support.

8. LIAISON WITH PARENTS AND OTHER AGENCIES

8.1. Working with parents is an important part of supporting children with their behaviour. At Earlham we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

8.2. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships and explores all opportunities to strengthen these links.

8.3. We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. We will seek support as and when it is required.

8.4. Any parent can work with our Behaviour Mentor Team; our Education Welfare Officer and we will always try to accommodate a drop in for an informal chat and will at the least make an appointment with appropriate staff and Parent.

9. MANAGING PUPIL TRANSITION

9.1. Entering Reception

We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.

9.2. Mid-year joiners

If pupils join Earlham mid-year, a member of the SLT will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

9.3. Transition between classes/phases

As part of our transition work we ensure that relevant information is passed onto the next class teacher and that parents are informed of their new class teacher during Summer 2.

10. ORGANISATION AND FACILITIES

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- The behaviour mentor's room
- The playground
- A time out space within class and out of class
- The Head teacher's Office
- The Deputy Head teacher's Office

11. PHYSICAL INTERVENTION

Any Physical Intervention strategies comply with guidance detailed in ***Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2013***. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies and appropriate training will also be commissioned, if it is not already in place.

12. Monitoring and Review

The head teacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the head teacher about particular disciplinary issues.

The head teacher in consultation with SLT and Staff monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Parents and children have the opportunity to convey their views in the questionnaires.

The school keeps a variety of records concerning incidents of misbehaviour. The Head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of bullying and racial equality.

The governing body reviews this policy every two years.