



Edison Primary

Igniting young minds today for a brighter tomorrow

Behaviour Policy

Approved by Trustees: January 2016
Consultation with Staff: September 2016
Date for Review: September 2017

Aims

At Edison our approach to managing behaviour is based on recognising and rewarding appropriate behaviour because positive attitudes and responses enable us to create a safe, secure and calm environment for all members of the school community

This is best achieved through establishing clear expectations of behaviour. We pursue a positive approach to behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the belief that parents, children and staff are all involved in a home/school agreement to ensure pupils get the best out of their time in school.

At Edison we promote strategies of engaging children in ways of getting on together and encouraging acceptance of other people's opinions and beliefs. We provide opportunities for children to do their best in school and promote self-discipline to prepare them to become strong members of our community.

This policy is therefore designed to support all members of the school community to work together to create an environment where everyone feels happy, safe and secure, so they can achieve their full potential.

Roles and Responsibilities

Trustees will:

- delegate responsibility for the day to day discharge of the school Behaviour Policy to the Leadership Team and staff of the school
- have full ownership of the school Behaviour Policy including supporting documentation as per all other documentation in school
- ensure that the school procedures relating to discipline are effectively and fairly implemented
- hear and act upon any parental complaints.

Staff will:

- agree to follow the principles and practices of the school Behaviour Policy
- agree to provide good role models for the children by being polite, caring and understanding, and by setting high standards in all aspects of self-conduct, dress and interpersonal relationships
- agree to inform parents of the school Behaviour Policy and its application
- liaise with the SLT to support them in implementing behaviour policy and practice

Parents will (by accepting the principles of the Home –School Agreement) agree to:

- ensure their children attend school regularly and punctually
- support the implementation of the school Behaviour Policy including where IBPs (Individual Behaviour Plans) are in place
- take advantage of all opportunities for communication with the school
- provide firm and effective behaviour guidance at home

Pupils will (by accepting the principles of the Home-School Agreement) agree to:

- accept responsibility for their own behaviour
- know and respect the schools ethos and policy for behaviour
- use the school council to express their views and concerns

Golden Rules

Our expectations of the children's behaviour are expressed in the 'Golden Rules' which we follow.

Be kind
Be honest
Work hard
Look after property
Respect each other
Listen to people

These rules, plus our "Edison values" are clearly displayed throughout the school. Through these rules we aim to enforce the following expectations for children and staff:

We believe that all children can expect to:

- Aim high and achieve their goals
- Learn in a safe environment free from disruption
- Be encouraged and praised for good work and positive behaviour
- Be supported by staff and peer mentors through consistent application of the school's Behaviour policy and procedures

We believe that every teacher can expect to:

- Teach in an environment without disruption
- Be respected by all children
- Use the School's policies and procedures to set clear expectations of good behaviour and high levels of effort in class
- Be supported to take firm action if one child's behaviour is affecting the progress or safety of other children
- Be supported when needed by parents, colleagues and senior staff

A Restorative Approach

At Edison Primary School, we have high expectations of our children. We encourage all children to try their best to achieve goals, and also expect school rules to be maintained. Our Behaviour policy and procedures are based on a Restorative approach, where children are trained to become fully aware of the impact of their behaviour and encouraged to make good choices.

Restorative approaches encourage pupils to think about how their behaviour has affected others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

The Deputy Head and Restorative Mentor's roles are to support pupils and staff to ensure the school's expectations for behaviour is met and a calm learning environment maintained. We work with parents to discuss any concerns, ensuring home and school are working effectively together.

If your child has been upset we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be expected to put things right and change their behaviour so it does not happen again.

Each class begins the day with a "check in". During this time each class sits together and everyone has a turn to say something about themselves and how they are

feeling. This helps us start each day in a personal way, with children encouraged to express any concerns that they need help to sort out. Classes may check in or check out at different times of the day, such as after the lunch break.

Using Restorative Language

If there is any issue or conflict between children or even adults they are dealt with in a restorative way, where each person's point of view is listened to. The language used is very fair, calm and respectful.

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What do you think now?

Who has been affected or upset by this and how?

What needs to happen to put this right?

What could you do differently next time?

How could you make sure this doesn't happen again?

Most situations can be dealt with promptly by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Merit system

Clear expectations are set by all adults at the beginning of the school year. Before any involvement with the Behaviour chart (Appendix 1), children are fully aware of the school's expectations. Aspects of the PSHE curriculum teach pupils how to manage conflict and strong feelings. In addition, regular circle times, assemblies, check ins and check outs give classes opportunities to promote and reward positive behaviour. The school has a Merit system, where pupils earn merit stars for good behaviour and effort, with rewards for reaching Bronze, Silver, Gold or Platinum levels. Certificates are awarded in assembly and taken home to celebrate each pupil's achievement.

Behaviour chart

If a child misbehaves, teachers refer to the steps in the school's Behaviour chart, displayed in every classroom. This clearly shows everyone the steps that will be taken and ensures staff are consistent in dealing with unacceptable behaviour. (See Behaviour chart in appendix)

STEP 1:

Any form of mild disruption or misbehaviour will result to a verbal reminder of expectations. At this point the child is expected to acknowledge the reminder and correct their behaviour. Positive praise is given to the child when this is done.

STEP 2:

Failure to correct behaviour means that the child has ignored the 1st verbal reminder. Another display of misbehaviour will result in a 2nd verbal reminder and the child's name placed on a class chart. At this stage, the teacher will discuss behaviour with the child, using positive, restorative language, giving the child a chance to reflect. The aim of this conversation is for the child to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and choose the correct next step.

Edison: Behaviour Policy

STEP 3:

If a child moves to step 3, it means they have ignored the 1st and 2nd warnings given by the teacher and not responded to the positive request from the class teacher. Alternatively, a child can move to step 3 for a serious form of disruption.

At this stage, the child is fully aware of who their behaviour is affecting, but has failed to make better choices. The class teacher will have a further conversation with the child, seeking to create a positive solution. A sanction must now be agreed and accepted by the child. A verbal contract will also be made, where the child is given a further chance to improve but is now aware of possible follow up sanctions/steps and the feelings of other children and adults. Their name will now be logged on our MIS system that helps teachers and the Senior Leadership team monitor pupil's behaviour. Positive praise and rewards are given for children who are able to make better choices and improve their behaviour

STEP 4:

A serious incident can result in a child being moved directly to step 4.

Alternatively, reaching step 4 means a child is choosing to ignore all the warnings, conversations and support that staff or other peers have given. This is looked on as persistent, intentional misbehaviour that is severely disrupting learning.

At this stage the child will be removed from class. This is in order to not disrupt other children's learning any further, nor to spoil the positive mood the class teacher tries to set in the classroom.

The child will go to the Phase Leader's/another teacher's classroom to complete their work, or meet with a member of the Restorative Practice Team to discuss what has happened and have a restorative meeting, using the language outlined above. Everyone involved will have their turn to speak and to listen to others' points of view. They will agree how to resolve the situation, how to ensure it does not happen again and apologise.

Depending on the seriousness of the incident/s, parents will be involved.

If a pupil's behaviour continues to be very disruptive or there is a serious incident (eg: fighting), then the child's or children's parents will be informed and invited to a meeting to discuss parents' and school's concerns and agree the action to be taken to support their child to improve.

After discussion with parents, a contract will be written with specific targets for the child to achieve over an agreed time, such as two weeks. Staff and parents will work together to support the child to improve. At school the teacher and the Restorative team will work one to one with the child, reminding them what they need to do in order to achieve their targets. We will look for positives and reward any small steps towards improvement throughout the school day, including Circle times, check-ins and check-outs. We will meet again with parents when these targets have been successfully met, to review and celebrate the child's progress. Where they have not been able to improve with this level of support, we will proceed to the next step.

STEP 5:

Serious forms of misbehaviour, or persistent disruption which has continued after support at steps 1- 4, can result in a child being sent directly to the Assistant Head, Deputy Head or Head Teacher.

Senior Leaders will deal with incidents appropriately, following Restorative Practice. Parents will be called into the school for a more formal Restorative Conference.

Where the child/children are not able to respond to one to one support and not able to achieve the agreed level of improvement, the school will take further action. We

Edison: Behaviour Policy

will ask parents to agree to a referral to the Early Intervention Team. This is an LA service providing specialist teachers to work with families and schools to change children's behaviour so they can develop and learn successfully at school.

If behaviour is extreme the school will use its powers to internally exclude, or exclude children for a fixed period. If the behaviour persists the school may seek to use its power to exercise a permanent exclusion.

Positive Handling

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour.

Our Behaviour Policy, and the use of Risk Assessments and Positive Handling Plans for individual pupils who may exhibit extreme behaviour will minimise the need to use force.

We follow the current DFE guidelines "Use of reasonable force: Advice for headteachers, staff and governing bodies", July 2013 DFE-00295-2013

"All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. "

The only time force may be used in school is either to control or restrain. This can range from blocking a pupil's path, guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury to themselves or others.

Our policy ensures that any actions staff takes are reasonable, proportionate and absolutely necessary. We advise staff that, as far as possible, they should not use force unless or until another responsible adult is present to support, observe and call for assistance.

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. Any such incidents will be logged, and the circumstances reviewed in order to inform future actions and ensure policies and guidance has been followed.

Key staff will be trained in positive handling strategies and the techniques of "Team Teach", to complement the behaviour management approaches and strategies reflected in the School's Behaviour Policy.

Reviewing this policy

This policy will be formally reviewed by the Board of Trustees on an annual basis. It will be shared with parents annually and comments will be invited.

Other policies which should be read in conjunction with our Restorative Practice and Behaviour Policy

This policy should be read in conjunction with:

Equal Opportunities

Safeguarding,

Anti Bullying

e-Safety

Drugs policies.