

Edenthorpe Hall Primary School

Behaviour Policy

April 2016

The ethos of Edenthorpe Hall Primary School is underpinned by the belief that each child has the right to work, play and learn in a friendly, safe and supportive environment. Equally we believe that all members of staff have the right to deliver their professional responsibilities in a similar environment.

In order to promote this environment we have high expectations of the standards of behaviour at our school. All children are aware of this, as it is continually reinforced in school assemblies and class situations. A vital component in securing this is the continued support of parents and carers in helping us to reinforce our values.

We aim to help our children to become well adjusted members of society by valuing and respecting all members of our school community, and encouraging children to realise that they have to think not only of themselves, but also of others who make up this wider community.

We want children of Edenthorpe Hall Primary School to achieve their full potential, and we aim to achieve this by encouraging them to work well both as individuals and as members of a team.

Our Behaviour Policy is based upon a mutual respect, to be in evidence in all that we do at school.

1. Children are expected to treat each other and all adults in the school with respect and courtesy
2. All adult members of our school community are expected to treat each other with equal respect and courtesy.
3. All adults are expected to treat all children with respect and courtesy. Where children behave in inappropriate ways all school staff will continue to treat the child with respect.
4. Appropriate behaviour will be recognised and celebrated.
5. Inappropriate behaviour will be identified and dealt with through clear, consistent, agreed strategies.

Rewards for Appropriate Behaviour

- Whole School Celebration Assembly.
- Reward stickers and stamps.
- Praise - both written and oral.
- Responsibilities / Monitor jobs in class.
- Children sent to Headteacher for praise.

Addressing Unacceptable or Inappropriate Behaviour

The shared view of staff and governors is that certain types of behaviour are unacceptable - for example, bad language, verbal abuse, shouting, bad manners, aggressive or physically violent behaviour, bullying, disrespectful behaviour and racism.

In the event that an example of this kind of behaviour should occur we recognise that a consistency of approach is required. It has been agreed that the following guideline is appropriate:

- The child or children behaving badly are withdrawn to a quiet area.
- The staff will try to defuse the situation calmly. A 'cooling-off' period may be appropriate
- The incident or events will be reviewed carefully to ensure that everyone has an agreed view of what went wrong
- The staff will share their honest views and feelings about what has happened, to help the children understand the consequences of their actions and learn from them.
- An attempt is made to find a solution to the difficulty or ways of avoiding a repetition of the events; for example, a simple verbal apology, time out for reflection with another member of staff during the day or at playtime following the issuing of a yellow or red card.

Our card system

If the child disrupts their own or and other children's learning the following procedures will be actioned:

1. Teachers will give a verbal warning.
2. If the behaviour persists, the child's name will be moved onto the amber behaviour 'traffic light'
3. If it still continues then the child's name will be moved to the red 'traffic light'
4. If the behaviour continues the child will be sent out of class for the rest of the lesson and a White Card will be sent home. When a child returns then the name returns to green on the 'traffic light' and the child starts again fresh. This White Card is taken home at the end of the day with the reason written on it as to why the child received the card and it should be returned to school **the following day**. Where possible the teacher should talk to the parent/carer and explain why the child received the card as well.
5. If the child's poor behaviour does not cease after receiving the White Card the 'traffic light' warnings are used again and they will be sent out again but this time they receive a Yellow Card
6. Again when the child returns the 'traffic light' is returned to green.
7. If the child is sent out for a third time during the same day they then receive a Red Card

All cards are treated the same as the White Cards with a reason put on it and the child's parent/carer to sign it and return it the next day. If the card is not brought back the next day, the teacher who has issued the card should send the card to the learning Mentor who will then re-issue the card given. The learning mentor will then either speak to the parent/carer or send a duplicate card by post. Red Cards always automatically trigger a meeting with the parent/carer regardless of whether the card is brought back.

White, Yellow and Red Cards can also be given without warning when the behaviour that occurs is not acceptable and the child should know better. Examples of these behaviours are swearing, hurting another child, damaging property, stealing, and health and safety issues (usually other behaviours than disruption). The colour of the card will reflect the severity of the incident through judgement and agreement. If a Red Card is given for an incident of this type a member from the Senior Management Team will talk to the parent/carer of the child and usually issue fixed term exclusion.

Other sanctions may be issued, depending on the age of the child and the severity of the incident, and the parent/carer duly informed.

Conduct giving serious cause for concern always involves the headteacher or the deputy headteacher and parents. Pupils on report see the headteacher who confers with the class teacher and the child on a regular basis. Pupils are rewarded as they improve under supervision.

Short term exclusion will be used for persistent, unacceptable behaviour and the advice and help of the outside agencies may also be sought.

Teaching staff work closely with lunchtime supervisors and support staff to ensure a consistency of approach in managing behaviour and our playground areas. Our playground areas have been improved to increase play opportunities for all children, both those who prefer energetic play and those who want to sit and talk.

We endeavour to ensure that everyone - children, staff, parents and governors- know our policy and can work to ensure that each child's primary school life is happy and secure.

Sanctions

- 10 minutes time out/cooling off period.
- Discussion with Learning Mentor.
- Red Card - for more serious incidents HT/DHT assistance required in class.
- Communication with parent/carer.
- Break or lunchtime detention.
- Internal exclusion
- Exclusion from out of school clubs.
- Exclusion from school visits
- Short term exclusion for serious incidents of physical abuse towards any school member.
- Permanent exclusion for persistently serious behaviour.