



# Bright Futures

EDUCATIONAL TRUST

The best *for* everyone, the best *from* everyone

## ELMRIDGE PRIMARY SCHOOL



## SCHOOL BEHAVIOUR POLICY

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
1.9.17	1.4	Annual check and update of procedures	M Edmundson
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4.9.21	1.8	Removal of references to the Dunham Trust and updated with vision and values and latest approaches and training	M Edmundson

## Our Vision

***"Empowering pupils to shape the world of tomorrow"***

Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey.

Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them.

## Our values

### Respect

The recognition that everyone is important and special. Consideration for the feelings, beliefs, rights and wishes of others. A feeling of admiration for others because of their good qualities, actions or achievements.

### Unity

Working together as part of a harmonious community towards common goals. An understanding of how the contribution of individual experiences, points of view and skills can make us stronger together.

### Friendship

A positive relationship between people who care about each other. A feeling of happiness as a result of spending time in the company of others.

### Aspiration

The ambition to achieve excellence. Motivation to be the best we can be.

### Courage

The ability to do something even when you feel scared. Doing what you believe to be right even when there is opposition.

## 1. Introduction

At Elmridge, we believe that every member of the community should feel valued and respected. Our behaviour policy aims to promote relationships built on mutual trust and respect, creating a climate that fosters connection, inclusion, respect and value for all members of the community. Our expectations of behaviour closely reflect our school values of unity, friendship, respect, aspiration and courage.

## 2. Rationale

**We recognise that behaviour is communicative and often reflects underlying feelings and emotions.** Our behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Through integral relationship building, our goal is to teach pupils how to manage their emotions, develop self-control, to consider others' feelings, to consider consequences and to make thoughtful decisions to help them to grow up to become kind and responsible people who can enjoy successful relationships, better mental health and more meaningful lives.

## 3. Aims and expectations

It is a primary aim of our trust that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of GOLDEN RULES, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. Each class agrees to and signs a class contract at the start of each year, where both the teacher's and the children's expectations are recorded.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

## 4. Staff responsibility

Developing positive and supportive relationships with pupils is the responsibility of all members of staff. Staff must be prepared to listen and hear everyone's perspective, striving to understand the feelings and emotions that might drive certain behaviour, whilst maintaining clear boundaries and expectations. Our staff promote positive behaviour, remind pupils of their responsibilities and exercise a kind and consistent approach to behaviour improvement

## **5. The role of the class teacher**

It is the responsibility of the class teacher to provide a safe and secure learning environment which includes setting clear and consistent boundaries with routines and structure. The class teacher should ensure that the pupils know the school Golden Rules and take ownership of their class contact. The class teachers at Elmridge have high expectations of the children in respect of behaviour, and must strive to ensure that all children work to the best of their ability. The class teacher is a learning role model and treats each child fairly and with respect and understanding. When another adult takes responsibility for the class, the adult should ensure that the same approach to behaviour, set out in this policy, applies.

The class teacher should be pro-active in supporting pupils to self-regulate their emotions and behaviour and to consider the feelings of others. This may require organising on-going support for pupils from staff trained in Emotion Coaching, or Emotional Literacy

The class teacher has a responsibility to ensure that behaviour is discussed regularly in class collective worships and at any other appropriate time during the school day- for example after an incident of poor behaviour or outstanding behaviour

The class teacher keeps a record of behavioural incidents that have occurred and, if appropriate, records these incidents on CPOMs, copying in the Phase Leader and Senior Leadership Team

The class teacher liaises with other members of staff as required, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school's SENCO or the Designated Safeguarding lead.

The class teacher reports to parents about the progress of each child in their class, in line with the policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **6. The role of the Head of School**

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School should promote staff training in the area of behaviour and behaviour management and inform staff of available courses

The Head of School keeps records of all reported serious incidents of misbehaviour.

The Head of School has the responsibility for issuing fixed-term or permanent exclusions to individual children for serious acts of misbehaviour. The procedures set out in the Exclusion Policy will be followed.

## **7. The role of parents/carers**

The school communicates its values to all its stakeholders including the parents/carers. Our aim is to work with families to achieve a shared and consistent approach between home and school to support their child's emotional and behavioural development. Once starting at the school, parents are asked to sign a Home-School Agreement, establishing expectations of

behaviour from school, parents and children. A copy of this is available on the school's website.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable measures to reinforce its behavioural expectations, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or school governors.

## **8. The role of governors**

The Local Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour in the Behaviour Policy, and of reviewing the policy's effectiveness. The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school's behaviour policy, but the Head of School may seek the governors' advice about particular disciplinary issues.

## **9. Rewards**

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children and explain why they are pleased with their behaviour;
- teachers give children Dojos for examples of outstanding behaviour;
- in a weekly Good News Assembly, teachers allocate merit badges for pupils who have displayed positive behaviour
- certificates can be sent home demonstrating how pupils have displayed the school values of friendship, respect, courage or unity in their behaviour

## **10. Specific measures**

The school employs a number of specific measures to support staff in managing challenging behaviour, and to ensure a safe and positive learning environment. We employ each measure appropriately to each individual situation. The measures below should be used alongside on-going work on supporting pupils to make better decisions and demonstrate better self-regulation- they are not a replacement for this. In each case, the reason for the use of each measure should be explained to the pupil in a calm and respectful manner.

- If a child misbehaves repeatedly, the class teacher may ask the child to move to another position in the class until s/he settles down and works sensibly again. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of other pupils, the class teacher should stop an activity and reinforce the guidelines and rules. If the poor behaviour continues, a pupil can be temporarily withdrawn from an activity
- For a significant breach of the school rules or continued lower level disruptive behaviour, the class teacher records the incident in the class warning book and on CPOMs. If a child is recorded in the warning book twice in a half term, the pupil should meet with the phase leader. In this situation, parents should be informed and a consistent approach established from home and school in order to avoid further incidents. If the pupil continues to display the same behaviour, a meeting with the Deputy Head Teacher/Head of School and parents will be organised.

- For persistent poor behaviour, after agreement with the Head of School, a pupil may be given a Daily Targets Form. In this circumstance, at the end of each lesson or breaktime/lunchtime, pupils are graded according to agreed targets. At the end of the day, the form is signed by the class teacher and then signed by parents before the next school day. Once the pupil has consistently met his/her targets the Daily Targets Form will no longer be required. Parents will be notified before a pupil is put on Daily Targets Form and notified when it is decided that the form is no longer required. If parents have any concerns whilst their child is on a Daily Targets Form they must contact the child's class teacher immediately
- Staff only intervene physically to restrain children as a last resort, where a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. Staff receive Team Teach physical intervention training once every three years.

## **11 Monitoring**

The Head of School 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.

The school keeps records of incidents of misbehaviour. The class teacher records classroom or playground incidents in a warning book. The Head of School maintains more detailed records of the following;

- Serious behavioural incidents
- Incidents of sexual harassment or violence
- Racist incidents
- Homophobic or transphobic incidents

Routine lesson observations, learning walks, pupil discussions and questionnaires also provide opportunities for the Senior Leadership Team and Subject Leaders to monitor behaviour.

The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **12 Review**

The Local Governing Body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **Monitoring and review**

The implementation of this policy will be monitored by the Head of School, who will make an annual report to the Local Governing Body of that school.

**End of policy statement**